





Ashford
UNIVERSITY®

2016-2017
ACADEMIC CATALOG

ASH0942



2016-2017 Academic Catalog

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Main Campus (Administrative)
8620 Spectrum Center Blvd.
San Diego, California 92123
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SECTION ONE: INTRODUCTION

Mission Statement of the University

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

Statement of Purpose

- To foster a vigorous, diverse learning environment shaped by contemporary awareness, intellectual inquiry, and a shared search for truth in which students gain knowledge and build skills and values useful in their personal and career development.
- To cultivate student-centered learning at all levels, supported by technological resources and led by qualified faculty and staff who are guided by contemporary scholarship and professional practice.
- To promote the development of foundational values relevant to leadership in the 21st century: self-worth, creativity, interdependence, service, integrity, and effectiveness.
- To foster intellectual and personal growth, sensitivity to diversity and human dignity, effective and responsible leadership, environmental responsibility, and lifelong learning.
- To offer online and Clinton campus-based degree programs with foundational perspective, breadth and professional relevance for undergraduate and graduate students.
- To place priority upon institutional effectiveness, excellent value, affordability, responsive student services, accountable administrative processes, continuous assessment of student learning, and curriculum improvement to assure quality in a rapidly changing culture and demonstrate innovative leadership in higher education.
- To maintain operational, financial, and strategic strength to ensure the future of the University.

History

The University, originally named Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis in Clinton, Iowa, as a junior college for women. In 1950, the College was accredited by the North Central Association of Colleges and Schools (now the Higher Learning Commission [HLC]) and has since maintained its regional accreditation. Its interest in adult learners began in 1962

when an evening program was introduced to serve the needs of students with career and family responsibilities. In 1967, the College became coeducational. Baccalaureate degree programs began in 1979 and graduate degrees in 2003, coinciding with the name change to The Franciscan University. In 2005, the University was acquired by Bridgepoint Education, Inc. and renamed Ashford University.

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

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

Accreditation

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

International Assembly for Collegiate Business Education

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

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

- Bachelor of Arts in Human Resources Management
- Bachelor of Arts in International Business
- Bachelor of Arts in Operations Management and Analysis
- Bachelor of Arts in Organizational Management
- Bachelor of Arts in Public Administration
- Bachelor of Arts in Public Relations and Marketing
- Bachelor of Arts in Service Management
- Bachelor of Arts in Sports and Recreation Management
- Bachelor of Arts in Supply Chain Management

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting the Ashford University website at <https://assessment.ashford.edu>.

A copy of the documentation describing the University's accreditation will be made available to any enrolled or prospective student upon request. Please contact the Acting Vice President of Academic Affairs, Dr. Mihaela Tanasescu. Dr. Tanasescu can be contacted at (800) 798-0584.

Memberships

- Alpha Sigma Lambda
- American Association for Adult and Continuing Education (AAACE)
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Council on Education (ACE)
- American Society for Training & Development (ASTD)
- Association for General and Liberal Studies (AGLS)
- Association of American Colleges and Universities (AAC&U)
- Association of College and University Housing Officers International (ACUHO-I)
- Association of Governing Boards (AGB)
- Association of International Educators
- Association for Institutional Research (AIR)
- Association on Higher Education and Disability (AHEAD)
- Association of Student Conduct Administrators (ASCA)
- Association of Title IX Administrators (ATIXA)
- California Association on Postsecondary Education and Disability (CAPED)
- Central Association of College and University Business Officers (CACUBO)
- The College Board
- Commission for Accelerated Programs (CAP)
- Commission on Sport Management Accreditation (COSMA)
- The Council for Adult and Experiential Learning (CAEL)
- Council for Higher Education Accreditation (CHEA)
- Council of College and Military Educators (CCME)
- Golden Key International Honour Society
- Illinois Association for College Admission Counseling
- International Association of University Presidents
- League for Innovation in the Community College
- Marine Corps Academic Explorer (MCAeX)
- Mountain Pacific Association of Colleges and Employers (MPACE)
- NAFSA: Association of International Educators
- National Academic Advising Association (NACADA)
- National Association of Colleges and Employers (NACE)
- National Association of Intercollegiate Athletics (NAIA)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Career Development Association
- National Center for Higher Education Management Systems (NCHEMS)
- National Institute for Staff & Organizational Development (NISOD)
- National University Telecommunications Network
- The Observatory on Borderless Higher Education
- President's Alliance for Excellence in Student Learning and Accountability
- Quality Matters Consortium
- Servicemembers Opportunity College Degree Network School (SOCDNS)
- The Sloan Consortium, Inc.

- Society for Applied Learning Technology (SALT)
- Society for College and University Planning (SCUP)
- Society for Human Resource Management (National and San Diego)
- Student Affairs Administrators in Higher Ed (formerly National Association of Student Personnel Administrators [NASPA])
- Upper Midwest Association of International Educators

Ownership

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

Bankruptcy Notice

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

Governance

The Board of Trustees is responsible for the governance of Ashford University. The strategic priorities of the Board include mission, organizational structure, financial and academic integrity, operational responsibility, and planning. Trustees meet regularly to ensure accountability of the University to its students and constituencies. The Board of Trustees appoints the University President to provide overall leadership and to administer the day-to-day operations of Ashford University.

Student Consumer Information

Prospective and current students can locate important information about Ashford University on the Student Consumer Information page on the University website at www.ashford.edu/about/consumer-information.htm. This page includes links to helpful information/disclosures, and is designed to provide open, pertinent information for both prospective and current students. The presentation of this information complies with the Higher Education Opportunity Act of 2008 that reauthorized the Higher Education Act of 1965, as amended (HEA), which requires colleges and universities to publicly disclose various aspects of their policies and procedures. As a prospective student, you are encouraged to review this Catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment

agreement. School Performance Fact Sheets can be found on each program's information page on the University website at <http://www.ashford.edu/degrees.htm>.

Right to Change Requirements

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

State Regulatory Information

For a current listing of the states in which Ashford University is licensed, registered, authorized, certified, or exempt, and states where such licensure is not required, please visit www.ashford.edu/statedisclosure.htm. The University will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will promptly seek to obtain such approvals. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state licensing authority and cannot be offered to students residing in that state.

A copy of the documentation describing the institution's licensure, registration, authorization or certification will be made available to any enrolled or prospective student upon request. Please contact Bridgepoint Education, Inc.'s Director of State Compliance for documentation by visiting www.ashford.edu/statedisclosure.htm and clicking on the appropriate link.

The following disclosures are required by various state regulatory authorities:

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

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

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

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

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

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

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

Kansas: Kansas Board of Regents (approved)
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
(785) 296-3421

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

Minnesota: Ashford University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Tennessee: Ashford University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

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

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

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

Student Complaint State Contact Information

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

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

Commitment to Diversity

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

Statement on Scholarship

Scholarship at the University refers to the in-depth investigation and shared search for knowledge and truth embodied in the University mission statement. Faculty and students learn to identify relationships and to make

connections, both within their own academic areas of study as well as across disciplinary lines with other programs. They have the opportunity to work collaboratively on scholarly projects within an atmosphere of the highest academic integrity and to share knowledge gained with the University community and beyond.

Examples of scholarship at the University include the following:

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

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

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

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

Ownership and Use of Student Work

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

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

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

Additionally, Ashford University prohibits the sale of student work as a violation of the Academic Integrity Policy.

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

Academic and Professional Standards

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

Institutional Outcomes

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

Graduates of Associate's and Bachelor's programs at Ashford University will be able to:

- Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.
- Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.
- Synthesize proficiencies appropriate to the degree level and discipline or major.
- Construct ethical responses to contemporary issues.

Graduates of Master's programs at Ashford University will be able to:

- Synthesize core proficiencies in the major area of study in a manner appropriate to the degree level to important issues within the field.
- Integrate skills from core competencies in order to respond to civic, societal, environmental, and economic challenges.
- Synthesize theories and approaches to the discipline in solving complex problems.
- Construct ethical responses to contemporary issues.

- Demonstrate lifelong learning skills and self-reflective capacity by engaging in continuous professional and scholarly development.

University's Self-Evaluation Process

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

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

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

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

Ashford University Research

Ashford University is committed to providing students with innovative solutions to improve learning and their educational experiences. As such, Ashford University continually seeks and studies new approaches to instruction, curriculum and content presentation, assessment, and so forth. As an Ashford University student you may utilize an innovative learning tool, approach to learning, or other support. Your consent is implied when you enroll in a course, take advantage of a learning tool,

and/or are exposed to a strategy to enhance your experiences here at Ashford University. Informed consent will be sought in particular situations that may pose a risk or require additional protections. In those cases, students will be made aware of the pros and cons of participation, their participation options, and other information to inform decision-making prior to requesting informed consent. Students may contact the Chair of the Ashford University Institutional Review Board at irb@ashford.edu with any questions about this statement.

Ashford University Graduate Culture Definition

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

Ashford University Graduate Culture Characteristics

1. Graduate level faculty ensure students are challenged by rigorous academic curriculum and hold students to high expectations in their academic work.
2. Faculty and students reflect a highly developed framework of ethics; academically, personally, and professionally.
3. Faculty and students demonstrate a high level of research, analysis, synthesis, and evaluation of pertinent topics in their specialized discipline through discussion, reflection, collaboration, written work, and practical experience.
4. Faculty and students at the graduate level advance the body of scholarship in their field of study, as well as in work and professional environments in local, national, and/or international settings.
5. Faculty and students leverage technology in innovative ways for teaching and learning.
6. Faculty and students examine and evaluate the research or scholarship of the discipline to produce scholarly or creative work consistent with disciplinary standards.

7. Graduate faculty seek to prepare innovators and leaders who demonstrate 21st century skills and professional soft skills necessary to be successful in the field, such as tenacity, perseverance, adaptability, communication, collaboration, and leadership.
8. Faculty and students are held to high expectations for excellence in written and oral communication with the ability to convey complex ideas clearly, consistently, and logically.

CA 92123. Obtain information by visiting the University website at www.ashford.edu.

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

Reference

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

Assessment at Ashford University

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

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

Contact Information

For additional information pertaining to this *Catalog*, please contact Ashford University at (800) 798-0584 (toll-free) or write to 8620 Spectrum Center Blvd. San Diego,

SECTION TWO: STUDENT RIGHTS AND RESPONSIBILITIES

Freedom of Inquiry and Expression

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

Exercise of Rights of Citizenship

As members of the academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Students are also subject to obligations by virtue of this membership.

Institutional Authority and Local, State, and Federal Penalties

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

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

The Family Educational Rights and Privacy Act of 1974

The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations afford students certain rights with respect to their education records. FERPA rights begin upon the student's

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit written requests that identify the record(s) they wish to inspect to the University 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Students may ask the University to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write to the Registrar, clearly identifying the part of the record they want changed, and specifying why it should be changed.
 - If the University decides not to amend the record as requested by the student, the University Registrar will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 - If, as a result of the hearing, Ashford University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the student will be afforded the opportunity to place with the education record a statement commenting on the contested information in the record and/or a statement setting forth any reason for disagreeing with the decision of the hearing. The statement placed in the education record by the student will be maintained with the contested part of the record for as long as the record is maintained. When the related record is disclosed to an authorized party, the record will include the statement filed by the student.
3. The right to provide written consent prior to disclosures of personally identifiable information contained in the student's education records, except

to the extent that FERPA authorizes disclosure without consent.

- An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. A school official may include any of the following:
 - A person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff);
 - A person or company with whom the University has contracted (such as an attorney, auditor, or collection agent);
 - A person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution;
 - A person serving on the Board of Trustees; or
 - A student serving on an official committee, such as a disciplinary committee, or assisting another school official in performing his or her professional responsibilities.
- Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The University may disclose education records without consent in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions for the aid.
- The University may disclose education records without consent to parents in the following circumstances:
 - When a student is a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
 - When the student has violated any federal, state, or local law, or any rule or policy of Ashford University, governing the use or possession of alcohol or a controlled substance if Ashford University determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under the age of 21 at the time of the disclosure to the parent; or
 - The disclosure is in connection with a health or safety emergency.
- The University may disclose education records without consent when the information is deemed necessary to protect the health or safety of the student or other individuals in an emergency.
- The University may disclose education records without consent to comply with a judicial order or lawfully issued subpoena.
- Directory information can be published and/or disclosed to outside organizations without a student's prior written consent. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. If the student does not want Ashford University to disclose directory information from his or her education records without prior written consent, the student must notify the University Registrar in writing. A request for nondisclosure of directory information is valid unless or until the student requests a change in writing. Ashford University has designated the following information as directory information:
 - Student's name
 - Participation in officially recognized activities
 - Address
 - Telephone listing
 - Electronic mail address
 - Photograph
 - Degrees, honors, and awards received
 - Date and place of birth
 - Major field of study
 - Dates of attendance
 - Grade level
 - The most recent educational agency or institution attended
 - Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
 - Class rosters within the classroom
- The University may disclose education records without consent to authorized representatives of the U. S. Comptroller General, the U. S. Attorney

General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs.

- Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- The University may disclose education records without consent to accrediting organizations to carry out their accrediting functions.
- The University may disclose education records without consent to organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) develop, validate, or administer predictive tests;
 - (b) administer student aid programs; or
 - (c) improve instruction.
- The outcome of a conduct hearing is part of the education record of any student personally identified, and is protected from release under FERPA. However, Ashford University observes the following legal exceptions:
 - Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
 - The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a crime of violence* or non-forcible sex offense, is found in violation of the University's Student Community Standards. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;
 - In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

*A crime of violence includes arson, burglary, robbery, criminal homicide (manslaughter by negligence,

murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction.

- The University may also disclose education records without consent under other exceptions authorized by FERPA.

4. The right to file a complaint with the US Department of Education concerning alleged failures by Ashford University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

Personally Identifiable Information

The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations expanded the circumstances under which a student's education records and personally identifiable information contained in such records (including Social Security Number, grades, or other private information) may be accessed without prior consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to student records and personally identifiable information without prior consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any education program, which is defined as any program "that is principally engaged in the provision of education," such as early childhood education, elementary and secondary education, postsecondary education, special education, career and technical education, adult education, and job training, as well as any program that is administered by an education agency or institution. See 34 CFR § 99.3. Second, Federal and State Authorities may allow access to a student's education records and personally identifiable information without prior consent to researchers performing certain types of studies, even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive any personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without prior consent personally identifiable information from a student's education records, and they may track a student's participation in education and other programs by

linking such personally identifiable information to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

Assessing Student Success

Ashford University has developed and maintains systems and instruments to assess student learning outcomes. Data gathered via these instruments are used to track and monitor the progression of students. By tracking and monitoring student progression, evaluation of standards, practices, and resource decisions can be made. This data also provides the University with meaningful input that is used to review and improve institutional processes.

Electronic Communication

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

Student Consent to the Electronic Delivery of Official University Communications and Records

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

student's consent to the electronic delivery of official University communications and records is collected in the online application.

Students may withdraw consent to electronic delivery, retention, and execution of records by sending a fax to (866) 512-7601 or a letter to the Office of the Registrar located at 8620 Spectrum Center Blvd, Suite 100, San Diego, CA, 92123, including the statement "I withdraw my consent to electronic delivery, retention, and execution of records." Any withdrawal of consent shall have prospective effect only, and shall not affect the legal effectiveness, validity or enforceability of consents, agreements, notices, disclosures, or other records provided or made available prior to the withdrawal of consent. If such consent is withdrawn, students may be administratively withdrawn from the University.

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

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

Contact Information

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

Name Changes

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

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

Nondiscrimination

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

Questions regarding Title IX may be referred to the Ashford University Title IX Coordinator, Poppy Fitch, at titleix@ashford.edu, or 8620 Spectrum Center Blvd., San Diego, CA 92123, 866.974.5700 Ext. 20702 or to the Office for Civil Rights at Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

Disability Support Services

The University is committed to providing an equal opportunity to access a full educational experience. In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended, Ashford University prohibits discrimination on the basis of a disability. Reasonable accommodations will be granted to students who present appropriate documentation of disability and are otherwise qualified to participate in their specific program of study. Ashford University's Office of Student Access and Wellness is dedicated to fostering equal opportunities to student success through accessible educational programs, disability related advocacy, faculty and staff education, and an enhanced awareness of individual abilities and contributions.

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

Effective Communication for Persons with Disabilities

Ashford University will provide information to interested persons with disabilities concerning the existence of support services and accommodations to ensure accessible programs, services, and activities of the University. The

University will ensure that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services. The University will furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities.

Disability Documentation

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

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

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

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

2. **Secondary Documentation: Observation and Interaction.**

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

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

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary

Of Performance (SOP), and teacher observations.** External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

A Note about Documentation:

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

Use of Mobility Devices

Ashford University will maintain facilities accessible to persons with disabilities in compliance with the Americans with Disabilities Act, as amended. Individuals with disabilities who utilize power driven mobility devices, (e.g., any mobility device powered by batteries, fuel, or other engines—whether or not designed primarily for use by individuals with mobility disabilities—that is used by individuals with mobility disabilities for the purpose of locomotion, including golf cars, electronic personal assistance mobility devices [EPAMDs], such as the Segway® PT) may do so within University facilities only when operation of such mobility devices does not pose a substantial risk of harm to students, faculty, staff, or visitors to the campus. Use of power driven mobility devices for the purpose of ambulation between University facilities is permitted. Storage of power driven mobility devices within University facilities should not impede path of travel for pedestrian traffic areas. Responsibility for the securing of power driven mobility devices resides with the user. The University does not accept responsibility for damage, loss, or theft of property stored on its premises.

Use of Service Animals

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

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

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

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

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

Guidance and Section-by-Section Analysis provides these examples of types of information to consider:

“recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant’s history of diagnosis, participation in a special education program, observations by educators, or the applicant’s past use of testing accommodations.” 28 C.F.R part 36 (2010)

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

Contact Information

Students who believe they are in need of accommodations should contact:

The Office of Student Access and Wellness at access@ashford.edu or may review general information regarding disability services and accommodations at www.ashford.edu/accessandwellness.

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

Student Access and Wellness Manager at studentaccessandwellnessmanagers@ashford.edu.

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

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

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

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

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

Sexual Misconduct Policy

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

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

Dissemination of the Policy, Educational Programs, and Employee Training

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

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

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

information is provided on risk reduction so that students, faculty/staff may recognize warning signs.

Sexual Misconduct/Harassment Policy

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

Sexual Harassment

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

Three Types of Sexual Harassment

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent or patently offensive so that it alters the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:
 - The frequency of the conduct;
 - The nature and severity of the conduct;
 - Whether the conduct was physically threatening;
 - Whether the conduct was humiliating;
 - The effect of the conduct on the alleged victim's mental or emotional state;
 - Whether the conduct was directed at more than one person;
 - Whether the conduct arose in the context of other discriminatory conduct;
 - Whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness; and
 - Whether the speech or conduct deserves the protections under other principles such as academic freedom.

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

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

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

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

3. Retaliation

- The University will sanction a faculty, student, or staff member who takes adverse action against a person because of the person's participation in or support of an investigation of Sexual Misconduct/Harassment. Adverse action includes, but is not limited to, threats, harassment, intimidation (implied threats) or actual violence against the person or his or her property, adverse educational or employment consequences, ridicule, taunting, bullying, or ostracism.

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

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

Definitions and Examples of Sexual Misconduct/Harassment

Sexual Misconduct Offenses include, but are not limited to:

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

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

Sexual Violence

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

Consent

Consent means cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent.

Incapacitation

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

Sexual Assault

Any person who knowingly inflicts sexual intrusion or sexual penetration on a victim commits sexual assault if:

- The person causes submission of the victim by means of sufficient consequence reasonably calculated to cause submission against the victim's will; or
- The person knows that the victim is incapable of appraising the nature of the victim's conduct; or
- The person knows that the victim submits erroneously, believing the person to be the victim's spouse; or
- At the time of the commission of the act, the victim is less than fifteen years of age and the person is at least four years older than the victim and is not the spouse of the victim; or
- At the time of the commission of the act, the victim is at least fifteen years of age but less than seventeen

years of age and the person is at least ten years older than the victim and is not the spouse of the victim; or

- The victim is in custody of law or detained in a hospital or other institution and the person has supervisory or disciplinary authority over the victim and uses this position of authority to coerce the victim to submit, unless the act is incident to a lawful search; or
- The person, while purporting to offer a medical service, engages in treatment or examination of a victim for other than a bona fide medical purpose or in a manner substantially inconsistent with reasonable medical practices; or
- The victim is physically helpless and the person knows the victim is physically helpless and the victim has not consented.

Domestic Violence

Domestic violence means an act or threatened act of violence upon a victim with whom the person is or has been involved in an intimate relationship. "Intimate relationship" means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time. Domestic violence also includes any other crime against a victim, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a victim with whom the person is or has been involved in an intimate relationship.

Dating Violence

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

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

Stalking

A person commits stalking if directly, or indirectly through another person, the person knowingly:

- Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person's immediate

family, or someone with whom that person has or has had a continuing relationship; or

- Makes a credible threat to another person and, in connection with the threat, repeatedly makes any form of communication with that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship, regardless of whether a conversation ensues; or
- Repeatedly follows, approaches, contacts, places under surveillance, or makes any form of communication with another person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship in a manner that would cause a reasonable person to suffer serious emotional distress and does cause that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship to suffer serious emotional distress. For purposes of this paragraph, a victim need not show that he or she received professional treatment or counseling to show that he or she suffered serious emotional distress.

Sexual Exploitation

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

- Prostituting another student;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism; and
- Knowingly transmitting an STI or HIV to another student.

Confidentiality

Students or parents of minor students, reporting incidents of Sexual Misconduct/Harassment may ask that the students' names not be disclosed to the accused or that no investigation or disciplinary action be pursued to address the alleged Sexual Misconduct/Harassment. The University strongly supports a student's interest in confidentiality in cases involving Sexual Misconduct/Harassment. There are situations in which the University must override a student's request for

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

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

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

If the student still requests that his/her name not be disclosed to the accused, or that the University not investigate or seek action against the accused, the University will determine whether or not it can honor such a request while still providing a safe and non-

discriminatory environment for all students, including the student who reported the Sexual Misconduct/Harassment. The Title IX Coordinator will evaluate confidentiality requests.

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

Resources

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

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

Retaliation

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

Recordkeeping

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

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

Sexual Misconduct/Harassment is a threat to the entire University community. Members from the University community are strongly encouraged to report all incidents that threaten a student's continued well-being, safety, or

security. Complaints from any member of the University community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty, staff, a student or students should be reported to:

Title IX/SaVE Coordinator for Ashford University:

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

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

Christina Jaquez, Student Conduct Specialist, Deputy Title IX Coordinator

Christina Jaquez can be contacted at:
Phone: (866) 974-5700, ext. 20793
Email: titleix@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

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

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

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

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

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

Other Complaints

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

Shandell Ruiz at (866) 475-0317, ext. 11322, Pedro Hernandez, ext. 11382, or any member of the Student Dispute Resolution Center at Dispute.Resolution@ashford.edu or (866) 974-5700 ext. 20091.

An individual may also file a complaint or grievance alleging discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex in the procedure outlined in the *Dispute Resolution Procedure for Student Complaints*, if they prefer; however these complaints will be routed back to the Title IX/SaVE Coordinator.

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

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

Receipt of Complaint

Upon receiving notice of a possible violation of the Sexual Misconduct/Harassment policy, the University will take immediate and appropriate steps to:

- End the behavior;
- Conduct a prompt, fair and impartial investigation;
- Remedy the effects, and
- Prevent it from reoccurring.

Referral to Office of Student Grievance Resolution

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

- The investigation will be completed and findings and sanctions issued within sixty (60) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.
- In all complaints, the Title IX/SaVE Coordinator and, if necessary, Human Resources, will determine the need for initial, short term remedial actions.
- In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts.
- Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim protections may be considered a separate violation of this policy.

Office of Student Grievance Resolution Initial Investigation into Complaint

The Initial Investigation will be completed within ten (10) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.

- Upon receipt of a complaint from the Title IX/SaVE Coordinator, the Office of Student Grievance Resolution (OSGR), and if necessary, Human Resources staff, will mutually investigate the complaint.
- OSGR and, if necessary, Human Resources staff, will mutually determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a University proxy or representative.
- OSGR and, if necessary, Human Resources staff, will mutually collaborate with the complainant to identify the correct policies allegedly violated.

- OSGR and, if necessary, Human Resources staff, will mutually conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual, and what policy violations should be alleged as part of the complaint. If a reasonable cause exists, OSGR and, if necessary, Human Resources staff, will mutually prepare the initial investigation report and if applicable, a proposed Notice of Charges on the basis of the initial investigation and submit it to the Title IX/SaVE Coordinator for further action.
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator will review the findings and make a determination within three (3) calendar days of receipt of the initial investigation report and if applicable, the proposed Notice of Charges as to whether reasonable cause exists to bring charges against the accused individual. If reasonable cause exists, the matter shall proceed to a formal investigation.
- If the Title IX/SaVE Coordinator determines there is insufficient evidence to support reasonable cause, the Title IX/SaVE Coordinator or designee or, if necessary, Human Resources, will simultaneously and in writing inform the complainant and the accused that the investigation is discontinued. The interim, short term actions taken will be reversed.

Notice of Charges and Continued Investigation of Complaint

- The decision whether to continue the Investigation will be made and communicated to the parties within fifteen (15) calendar days of the receipt of the complaint, barring documented unforeseen circumstances. The Title IX/SaVE Coordinator or his/her designee, will simultaneously communicate in writing to the parties the continuation of the investigation and intent to present the accused with a Notice of Charges.
- If the Title IX/SaVE Coordinator determines there is sufficient evidence to support reasonable cause and approve the charges, the Title IX/SaVE Coordinator and, if necessary, Human Resources staff, will mutually determine the need for additional, short term remedial actions for any parties involved in the complaint.
- In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance

of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts.

- Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim protections may be considered a separate violation of this Policy.
- The investigator(s) will conduct the investigation in a manner appropriate in light of the circumstances of the case, which will typically include interviews with the complainant, the respondent, and any witnesses. As part of the investigation, the University will provide an opportunity for the parties to present statements, witnesses, and other evidence. The interviews will be supplemented by the gathering of any physical, documentary, or other evidence, as appropriate and available including but not limited to law enforcement investigation documents and student or employee personnel files. The investigation is deemed to be adequate, reliable, impartial, prompt, balanced and fair, and all individuals will be treated with appropriate sensitivity and respect throughout the investigation.
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator.
- The investigator will make a finding and present the findings to the Title IX/SaVE Coordinator within forty-five (45) calendar days of the receipt of the complaint, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator will communicate the results, if applicable, to Human Resources staff.
- At any time during this process, the individual maintains the right to simultaneously file a formal complaint with the Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

Presentation of Investigation Findings to the Parties

- The Title IX/SaVE Coordinator or designee, or, if necessary, Human Resources staff, will simultaneously and in writing communicate the findings to the accused and the complainant within

fifty (50) calendar days of the receipt of the complaint, barring documented unforeseen circumstances. This communication will inform the parties whether the preponderance of the evidence supports a finding against the accused for the alleged violation(s).

- The communicated findings will inform the parties as to 1) whether there is a finding of sexual harassment; 2) whether the interim measures will continue; 3) what actions will be taken, including any disciplinary procedures that will be initiated; and 4) whether any assistance will be provided to the victim.
- Where the accused is found not responsible for a violation, the Title IX/SaVE Coordinator and Human Resources staff where applicable, will consider the reversal of any remedial actions taken.
- The accused or the complainant may appeal the findings in part or in whole; the Title IX/SaVE Coordinator or his/her designee will advise the parties of the criteria for appeal of the findings when communicating the findings.

Investigation Findings: Acceptance

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

Investigation Findings Appeal

- If the complainant and/or the accused individual (s) disagree with the findings, in part or in totality, either the complainant or the accused may appeal the finding in part or in totality on the following bases:
 - The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
 - The accused and/or complainant challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or,
 - The accused and/or complainant alleges bias by the investigator, or the Title IX/SaVE Coordinator which deprived the process of impartiality in a way that was outcome determinative.

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

The Acting Vice President for Academic Affairs may be contacted as follows:

Email: Mihaela.Tanasescu@ashford.edu

Mailing Address:

Dr. Mihaela Tanasescu

Acting Vice President for Academic Affairs

Ashford University

8620 Spectrum Center Blvd, San Diego, CA 92123

Investigation Finding: Appeal Process

- Upon receipt of either party's appeal of the findings, the Provost will acknowledge receipt of the notice within three (3) business days.
- The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal.
- The Provost or her designee will review all cases presented for appeal within five (5) business days of the appeal, barring documented unforeseen circumstances, to determine if the presented grounds

for appeal and supporting information will be accepted or rejected.

- If the appeal does not meet the stated grounds for appeal, the appeal will be rejected. The Provost, shall, within two (2) business days of the determination, barring documented unforeseen circumstances, simultaneously and in writing, inform the complainant and the accused the appeal decision.
- If the Provost determines there is sufficient evidence to support an appeal, the matter will return to the Office of Student Grievance Resolution for further investigation unless the appeal alleges bias of the investigator which deprived the process of impartiality in a way that was outcome determinative or an assertion that the evidence was insufficient to meet the preponderance of the evidence standard. In those cases, the appeal will remain with the Provost or his/her designee for review and final decision.
- Whether the investigation goes to the Office of Student Grievance Resolution or remains with the Provost or his/her designee, the appeal investigation will be completed within fourteen (14) calendar days of submission to the Provost, barring documented unforeseen circumstances that may extend the appeal review.
- The Provost, and if applicable in coordination with Human Resources, will communicate the appeal findings simultaneously and in writing to the complainant and the accused.
- Additionally, the Provost will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.

Additional Information for Sexual Misconduct/Harassment Investigations

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

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

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

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

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

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

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

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

Possible Sanctions and Protective Measures

- Any student found responsible for violating the policy on Sexual Misconduct/Harassment may receive a sanction ranging from a verbal warning, probation, and suspension to expulsion/termination, depending on the severity of the incident, and taking into account any previous documented conduct issues. If the accused individual is an employee, sanctions will be determined by Title IX/SaVE Coordinator in consultation with Human Resources if applicable.
- In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim

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

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

Sanction Process

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

Sanction Appeal Process

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

- If the appeal of the sanctions does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Provost or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator and if applicable Human Resources.
- The Title IX/SaVE Coordinator and if applicable Human Resources, will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal within seven (7) calendar days of the determination, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator will impose all sanctions on the accused student for the violation. Human Resources in consultation with the Title IX/SaVE Coordinator will impose all sanctions on the accused employee. Once the sanctions are carried out, the case will be closed.
- If the Provost determines there are grounds for the sanction appeal, the Provost will review all information presented with the sanction appeal and make a final sanction determination within fourteen (14) calendar days of acceptance of the appeal of sanctions, barring documented circumstances that may extend the determination. The Provost will forward the determination to the Title IX/SaVE Coordinator.
- The Title IX/SaVE Coordinator and if applicable, Human Resources, will simultaneously and in writing inform the complainant and the accused of the appeal decision within seven (7) calendar days of the decision, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator or designee, and if applicable, Human Resources, will impose all sanctions for the violation. Once the sanctions are carried out, the case will be closed.

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

Dispute Resolution Procedure for Student* Complaints

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

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

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

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

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

Issues Not Eligible for Review: Issues not eligible for review by the Center include grade appeal, challenge of course content, transfer credit appeal, appeal of satisfactory academic progress, appeal of dismissal, and appeal of Student Community Standards Committee findings.

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

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

Dispute Resolution Procedure

Step I: Departmental Resolution

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

How to File a Complaint

An individual student, alumnus, former student, prospective applicant, or applicant (“student” or “complainant”) may file a complaint with the Center by

completing the Student Dispute Resolution Center Submission form found at www.ashford.edu or located in the Student Portal. Students are encouraged to begin the Dispute Resolution Process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint.

Upon receipt of the *Student Dispute Resolution Center Submission* form, the Center will review the complaint to determine if it is eligible to be addressed through the Dispute Resolution Procedure and to ensure the required information is included so the complaint can be appropriately assigned. Complaints alleging discrimination or bias may at any time proceed directly to Step II: Grievance Resolution.

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

If the complaint is not eligible for review by the Center (see above for "Issues Eligible for Review"), the complainant will be notified by the Center within three (3) business days of receipt of the complaint. The Center will attempt to direct the complainant to the appropriate resource(s) for addressing his or her concern(s).

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

Step II: Grievance Resolution

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

Investigation

During the investigation phase, the case handler will contact the student and others, including all witnesses* identified by either complainant or respondent who are likely to have knowledge relevant to the allegation, to discuss the student's concerns. The student's participation in the process is essential, and the case handler may speak with the student several times during the investigation stage. Students should be prepared to speak with the case handler and to provide any additional relevant information

the case handler might request. Failure to provide the requested information may delay or preclude a thorough investigation.

*The case handler should document all efforts to contact relevant witness(es). If the case handler is unable to contact a relevant witness, the attempts to contact the witness and the reasons such attempts were unsuccessful must be thoroughly documented by the investigator.

Evaluation and Response

The Step II grievance investigation findings will be evaluated through a collaborative process. That process may involve the following representatives, or their designee an Executive Dean, University Provost, Vice President, Vice President of Student Services, Vice President of Student Affairs. The case handler will present the investigation findings and the student's requested resolution to those designated with decision-making authority.

For complaints alleging bias or discrimination, the case handler will present the investigation findings, along with all evidence submitted or identified by the complainant or respondent, to the deliberating body. A deliberating body will be comprised of those with decision-making authority and will be available to review and complete deliberations in a timely manner. Complaints alleging bias and discrimination must be concluded within fifteen (15) days following the completion of the investigation.

The Step II process will be completed within thirty (30) business days following receipt of the complaint. If additional time is needed for the investigation, evaluation, or response, the student will be notified.

The response will be issued to the student and/or his/her representative via U.S. Mail or email.

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

If for any reason there is a delay in any of the timelines referenced above, the reasons for the delay must be thoroughly documented.

Step III: Presidential Appeal of Step II

Timeline for Filing an Appeal

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

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

- To consider new evidence that was unavailable during the original investigation that could be outcome determinative;

- To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
- To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or,
- To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome determinative.

How to File an Appeal

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

Students in the state of Georgia may appeal the final decision to:

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

Timeline for Filing an Appeal

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

Appeal Process

Phase One: Review and Evaluation

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

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

If the appeal does not state a ground for appeal and include new information or evidence to evaluate, the complainant will be notified via email that the appeal is ineligible for processing and that no action will be taken on the appeal. The complainant will have three (3) business days to amend and cure the appeal. The amended appeal should be sent to GrievanceAppeal@ashford.edu.

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

Phase Two: Evaluation and Determination

The President, or designee, will render a written decision on the appeal within ten (10) business days from the date the appeal was accepted for processing. The President or

designee will use the preponderance of the evidence standard (more likely than not) of review to make a determination on the appeal of the Step II outcome. The President's determination shall be final.

Additional Resources

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

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

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

Complaints to States and Accrediting Bodies

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

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

Please refer to the Student Complaint State Contact Information section in the Introduction section of this Catalog and <http://www.ashford.edu/statedisclosure.htm> for state-specific grievance information.

Student Community Standards

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

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

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

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

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

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

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

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

Jurisdiction over Student Conduct

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

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

The Student Community Standards may be applied to conduct that takes place during the time a person is enrolled as a student. Further, the Student Community Standards applies to guests of community members, whose hosts may be held accountable for the misconduct of their guests. Visitors to and guests of Ashford University are also protected by the Student Community Standards, and may initiate complaint for violations of the Student Community Standards committed by members of the Ashford University community against them. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but is not reported until after the graduation of the offending student. There is no time limit on reporting of violations of the Student Community Standards.

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

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

Conduct Expectations

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

The student conduct process at Ashford University is not intended to punish students. Rather, it exists to protect the interests of the community, and to challenge those whose behavior is not in accordance with the Standards. The goal of Student Conduct is to provide students with a fair process, protect the integrity of the University, and serve the developmental needs of the students. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with University community expectations. When a student is unable to conform his or her behavior to community expectations, the student conduct process may determine that he or she should no longer share in the privilege of participating in this community.

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

The Standards

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

Integrity

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

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

Community

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

- Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespass;
- Misuse or unauthorized use of University or organizational names and images;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized taking of the property of the University or personal property of a member of the University community;

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

Fairness

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

- Disruption of University operations, including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities;
- Obstruction of freedom of movement by community members or visitors;
- Abuse, interference or failing to comply in University processes including Student Community Standards hearings;
- Abuse of the University conduct system, including:
- Failure to attend meetings scheduled for conduct code administration purposes;
- Falsification, distortion, or misrepresentation of information;
- Failure to provide, destroying, or hiding information during an investigation of an alleged policy violation;
- Attempting to discourage an individual's proper participation in, or use of, the University conduct system;

- Harassment (verbal or physical) and/or intimidation of a member of a University conduct body prior to, during, and/or after a University conduct proceeding;
- Failure to comply with the sanction(s) imposed by the University conduct system;
- Influencing or attempting to influence another person to commit an abuse of the University conduct system.

Respect

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

- Threatening or causing physical harm, extreme verbal abuse, or any other conduct which threatens or endangers the health or safety of any person;
- Discrimination, intimidation, discriminatory harassment (as defined in this *Catalog*);
- Hazing (as defined in this *Catalog*);
- Violence between those in an intimate relationship to each other;
- Sexual Harassment;
- Sexual Assault;
- Sexual Violence;
- Sexual Exploitation;
- Domestic and Dating Violence;
- Stalking;
- Inappropriate conduct which is disorderly, disruptive, obscene, or indecent while at functions sponsored by, or participated in by, the University or while engaged in any form of communication with members of the University community;
- Failure to comply with directions of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so; or
- Smoking in any University building or area designated as non-smoking.

Responsibility

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

- Use, possession, manufacture, or distribution of alcoholic beverages on campus;
- Use, possession, or distribution of narcotic, or other controlled substances, as well as drug paraphernalia, except as expressly permitted by law; (Please see the full policy in this *Catalog*);

- Abuse or misuse of prescriptions or over-the-counter medications;
- The distribution, sale to others, or use of prescription medication for other than its prescribed use by the individual for whom it was prescribed;
- Allegations of violations of federal, state, or local laws which affect the interests of the University community;
- The knowing failure of any organized group to exercise preventive measures relative to violations of this Student Community Standards by members;
- Intentionally or recklessly causing a fire which damages University or personal property, or which causes injury to any member of the community;
- Assisting in the violation of University policies or public laws;
- Violation of other published University rules or policies.

Specific Policies on Academic Integrity

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

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

As part of the University's policy on academic integrity, it is expected that students will not submit an assignment that is an exact copy of work previously submitted in another course at any institution. The University understands that work within a discipline is interconnected and expects students, when writing about similar topics, to enhance and refine the content of an assignment as they progress through their program of study. It is not acceptable to resubmit the exact same copy of work

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

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

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

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

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

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

Acts of plagiarism include, but are not limited to:

- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, online sources, etc., without proper citation;
- The modification of text with the intent of changing phrases, changing words, or interspersing the student's work into the plagiarized work;

- “Copy and paste” plagiarism, which involves copying and pasting materials from Internet sources and presenting them as one’s original work;
- The use of another student’s work, even if the student has the permission of the other student. The use of another’s work constitutes an act of collusion, which constitutes an act of plagiarism;
- The use of materials purchased from Internet or elsewhere; or
- Recycling a previously submitted assignment for a current course, but representing the assignment as original work.
- Paraphrasing or summarizing another’s work without giving appropriate credit.

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

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

Common Knowledge vs. Plagiarism: Some students have the mistaken notion that they must give credit to a source only when they use a direct quotation. Paraphrasing

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

Avoiding Plagiarism: Address any questions regarding plagiarism to the course instructor. Students should be aware that Ashford University instructors utilize Turnitin, an educational tool that helps prevent or identify plagiarism from Internet resources. This tool compares students’ work with texts available in Ashford University’s internal database as well as any assignment submitted to Turnitin.

Turnitin has the potential to be a positive instructional tool for teaching students about academic integrity and plagiarism. Before submitting their assignments to the classroom for grading, students have the ability to upload their assignments into Turnitin and run their own originality reports, which identify areas of the student’s assignment that match published information accessible to Turnitin. In addition to seeing those same matches to published information, the instructor’s Turnitin report will also identify matches to papers previously submitted to Turnitin and found within the Turnitin paper repository. Only Turnitin reports run by course instructors will show the matching percentages to previously submitted papers to Turnitin; students’ Turnitin reports will not show matches to other student papers that have been submitted to Turnitin. Therefore, the percentage rate of the student’s originality report may differ from the instructor’s originality report. It is the expectation of all Ashford University students that they will submit original and properly cited coursework.

Consequences for Academic Dishonesty

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to: Self-Coaching Opportunity Prompts (SCOP) reflective essays, Academic Integrity trainings, mandated Turn-It-In utilization, failure to receive credit on an academic exercise, course failure, and/or dismissal from the University. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but not reported until after the graduation of the offending student.

There is no statute of limitations for violations of the Academic Integrity policy.

Instructors or other University staff may report instances of academic dishonesty to the Academic Integrity Department or designee; the student will receive a notice informing him or her of the offense, as well as any resulting disciplinary action(s). Academic Integrity violations are adjudicated by the Academic Integrity Administrators.

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

The student may be asked to meet for either an Informal Hearing or a Formal Hearing (Students Community Standards Committee). Student Affairs will not reconsider the issue of student responsibility as determined by the Academic Integrity Department, but will only determine appropriate sanctions to be applied.

Technology Policies

Misconduct Online

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

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

- Personal use that creates a direct cost for the University;
- Use for personal monetary gain or for commercial purposes that are not directly related to University business;
- Sending copies of documents in violation of copyright laws;
- Inclusion of the work of others into electronic mail communications in violation of copyright laws;
- Use of electronic mail to substantially disrupt the ability of others to conduct University business;
- Use of electronic mail systems for any purpose restricted or prohibited by laws or regulations;
- "Spoofing," (i.e., constructing an electronic mail communication so it appears to be from someone else);
- "Snooping," (i.e., obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity, with no substantial University business purpose); or,
- Attempting unauthorized access to electronic mail or attempting to violate any security measures on any electronic mail system, or attempting to intercept any electronic mail transmissions without proper authorization.

Personal Electronic Mail for Ashford University Students:

Students are responsible for any and all activity and communication that takes place using the electronic mail account provided by the University. The University issues an email account to all students.

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

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

Solicitation: It is against policy and inappropriate for students to use the communication channels within the online learning platform to solicit other users for personal or professional reasons. Students may not send emails to

classmates or post messages that attempt to sell products, promote business, or solicit employees.

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

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

- Activities that violate copyright or other intellectual property rights of others, including but not limited to, the infringing use of peer-to-peer file sharing services;
- Sending copies of documents in violation of copyright laws via electronic mail or any other electronic transmission;
- Inclusion of the work of others into electronic mail communications or any other electronic transmission in violation of copyright laws;
- Activities that obstruct usage or deny access to technology resources;
- Activities that could be considered as discriminatory harassment, libel or obscenity;
- Activities that substantially disrupt University activities;
- Activities that violate University policies;
- Activities that violate local, state, or federal laws;
- Unauthorized use of computer accounts;
- Impersonating other individuals;
- Attempts to exploit or explore security provisions, either at the University or elsewhere;
- Activities that invade the right to privacy of others;
- Destruction or alteration of data belonging to others;
- Creating, using or distributing computer viruses;

- Allowing other individuals to use your account or password, including for the purpose of meeting attendance requirements in an online class;
- Disruption or unauthorized monitoring of electronic communications or of computer accounts; and
- Inappropriate/widespread email distribution.

Consequences for Misuse of Technology Policies

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

Online Netiquette Rules

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

Instructors and Students in an Online Community should be:

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

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

Helpful: Even a well-presented course can create some confusion. It is very easy to lose a place or miss reading information on certain links or pages. When other students are lost, offer a helping hand by pointing them in the right online direction so they can regain their confidence in online learning.

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

The following behaviors should be avoided:

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

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

Conspiracy to Commit Fraud against the University

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

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

When members of groups, individuals acting in collusion, or members of an organization act in concert in violation of this policy, they may be held accountable as a group. To prevent fraud, the Associate University Registrar may permanently deny an applicant's admission to the University, or the Director of Student Development & Engagement may, in lieu of Student Community Standards proceedings, impose individual and/or group sanctions up to and including immediate expulsion from the University, subject to appeal, upon a determination of student involvement in such behavior. Determinations will be made with respect to the involvement of each accused individual. In most circumstances, Ashford University will treat attempts to commit any of the violations listed previously as if those attempts had been completed. Ashford University reserves the right to refuse admission to any applicant whose behavior is deemed inappropriate. Students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or

forged information to the University will be placed on a finance and transcript hold. If the student is unresponsive, he or she will be unscheduled from future courses. For those students utilizing financial aid, this finance hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing. Students may be referred to the Office of the Inspector General (OIG) of the U.S. Department of Education for attempted fraud as deemed necessary by the University.

Gambling Policy

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

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

Hazing

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

- Physical abuse, including but not limited to paddling, slapping, kicking, choking, scratching and exposure to extreme (i.e., cold or hot) water temperatures, the consumption of disgusting and/or dangerous concoctions, alcohol, or drugs;
- Causing excessive mental stress, including but not limited to placing prospective members of an organization or group in ambiguous situations which lead to confusion and emotional stress, sleep deprivation;

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

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

Identity

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

Violation of Federal Copyright Laws

Any member of the University community who participates in the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may be subject to civil and criminal liabilities, in addition to sanctions imposed by the University. Penalties for violating federal copyright laws may include civil damages, costs and attorneys' fees, injunctions, fines, and imprisonment. The following is a non-exhaustive list of specific penalties.

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

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

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

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

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

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

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

Violations of Law

Violations of federal, state, and local laws are incorporated as offenses under the Student Community Standards.

When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from the University when criminal charges are made, it is the typical practice of the University to pursue investigation and resolution of conduct matters, regardless of the fact that the student has withdrawn.

When a student is accused, arrested, charged, or indicted for a violent or drug-related crime, the University may elect to take action against that student for violation of

Student Community Standards, which incorporates alleged violations of local, state, and federal laws as Standards.

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

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

Conduct Procedures - Student Community Standards Procedures

Whenever a complaint is made for alleged misconduct or a Student Community Standard appears to be violated, the Conduct Administrator or designee will conduct an investigation of the allegations as soon as possible. The Conduct Administrator or designee may make any necessary modification to these procedures that does not materially jeopardize the fairness owed to any party.

Notice of Complaint

Once a determination is made that reasonable cause exists for the Conduct Administrator or designee to investigate and process a complaint, notice will be given to the accused student. Notice will be in writing, and may be delivered in person during a meeting with the Conduct Administrator or designee or via email. Email is considered an official form of University-related communication.

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

The letter of notice will state briefly a description of the incident alleged, as well as stating all policies the accused student is alleged to have violated and the possible

consequences if the accused student is found in violation. The letter of notice will direct the accused student to contact the Conduct Administrator or designee within two business days (Monday through Friday) of receipt to respond to the complaint.

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

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

Ashford University divides complaints into minor and serious violations. Generally, with the exception of Academic Integrity violations, any misconduct that will result in less than separation is considered minor, and any misconduct that is likely to result in suspension or expulsion is considered serious. If the student accepts responsibility for the violation(s), prior to the hearing, whether minor or serious, the complaint will be resolved in an informal hearing, as previously described. If the student does not accept responsibility, minor complaints will be referred for an informal hearing, and more serious complaints will be referred to the Student Community Standards Committee for a formal hearing (see subsequent details on the proceedings of this committee). The Conduct Administrator or designee has discretion to determine the severity of the alleged violation(s), and whether informal or formal hearing procedures will apply.

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

Informal Hearings Procedures

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

- Informal hearings will be heard by the Conduct Administrator or designee and will be non-adversarial and conversational in nature.
- Written notice of the time, date, and location of the hearing will be sent to the accused student at least two (2) business days prior to the informal hearing date and time. The accused student may additionally be notified in person, by telephone, or by email. Students may waive the two (2) day notice requirement if they prefer an expedited hearing, if available.
- If a student fails to attend a scheduled hearing, the hearing may proceed as scheduled, and the Conduct Administrator or designee will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be implemented. A student may not avoid the impositions of sanctions by withdrawing with conduct charges pending. The hearing will still proceed, and any finding of a violation will result in a "WF" grade and other appropriate transcript notation. The conduct administrator may also impose an administrative hold on the student's account in addition to or in lieu of resolving the charges in the student's absence. This administrative hold will remove the student from all future scheduled courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community Standards proceedings for the student are closed.
- At the informal hearing, witnesses and admissibility of information will be determined at the discretion of the Conduct Administrator or designee. The informal hearing will consist mainly of informal questioning and discussion of the alleged incident.
- The parties will notify the Conduct Administrator or designee, at least forty-eight (48) hours prior to the informal hearing, of the names of any advisors who may be accompanying the parties at the hearing; advisors are to be selected from members of the Ashford University community unless special permission for an outside advisor is granted by the Conduct Administrator or designee.

- The advisor is only present to support the student. The advisor will not represent the student, speak on behalf of the student, or play an active role of any kind in the informal hearing process.
- Advisors are permitted to speak with the student as necessary, privately or during the informal hearing, to fully perform a supportive role.
- After the informal hearing, the Conduct Administrator or designee will deliberate and determine whether it is more likely than not that the student has violated the Student Community Standards. Once a finding is determined, if that finding is that of a policy violation, the Conduct Administrator or designee will determine an appropriate sanction. The Conduct Administrator or designee will prepare a written finding, which will be shared with the accused student no later than two (2) business days following the hearing.

Student Community Standards Committee Formal Hearing Procedures

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

Notice

Written notice of the time, date, and contact information for the formal hearing will be sent to all parties, who may additionally be notified in person, by telephone, or by email. The conduct administrator will utilize the email and telephone number on file with the University unless otherwise provided by the student.

Composition

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

Record of Proceeding

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

Committee Procedures

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

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

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

determination must recuse himself or herself from the proceedings.

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

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

Admissible Information

The committee will consider all information that is relevant and credible. The Committee may in its discretion limit or bar character witnesses. Any questions of the admissibility of information will be determined by the Chair. All such information sought to be admitted will be presumed irrelevant, and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written request, and must be reviewed in advance of the hearing by the Conduct Administrator or designee. While previous violations in Student Community Standards by the accused student are not generally admissible as information about

the present alleged violation, the Conduct Administrator or designee may supply previous complaint information to the Committee when it may intend to establish a pattern in a complaint involving any form of sex/gender discrimination (e.g., stalking, relationship violence, sexual harassment, sexual misconduct, etc.).

Sanctions

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

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

Types of Probation

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

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

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

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

- **Restricted Access:** Student may be restricted from entering specified buildings or areas on campus, from attendance at specified campus events, or from use of specified equipment or facilities for definite periods of time.
- **Fines:** Fines may be imposed to restore damage to physical property. In addition, the hearing body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until such fine is paid. The method of payment will be specified by the hearing body imposing the fine.

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

The following sanctions may be imposed upon groups or organizations:

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

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

Special Provisions

Attempted Violations

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

Student Community Standards as if those attempts had been completed.

University as Complainant

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

False Reports

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

Group Violations

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

Immunity for Victims

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

Good Samaritan

The welfare of students in the University community is of paramount importance. At times, students on and off-campus may need assistance. Ashford University encourages students to offer help and assistance to others in need. Sometimes, students are hesitant to offer assistance to others, for fear that they may get themselves in trouble. Ashford University pursues a policy of immunity for students who offer help to others in need for any minor violations the Good Samaritan was involved in at the time.

Parental Notification

Ashford University reserves the right to notify parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, Ashford University will contact parents/guardians to inform them of situations in which there is a health and/or safety risk. Ashford

University also reserves the right to designate which University officials have a need to know about individual conduct complaints pursuant to the Family Educational Rights and Privacy Act (FERPA).

Notification of Outcomes

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

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

Defenses

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

Emergency Administrative Leave

In situations requiring immediate action, and after consultation with concerned individuals (e.g., students, faculty, administrators, other staff members, internship, or student teaching supervisors, etc.), the Conduct Administrator or designee may place the student on an

emergency administrative leave. Students placed on Emergency Administrative Leave are removed from all current and future courses.

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

Involuntary Leave

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

Grounds for Involuntary Leave

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

Procedure

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

- Impose an immediate Emergency Administrative Leave if there is compelling evidence that the student poses high probability of substantial harm to others

that cannot be mitigated by appropriate accommodations; and/or

- Require the evaluation of the student by an appropriate professional chosen by the University. The cost of the evaluation shall be paid for by the University. The evaluation shall be completed within 10 business days after the initial meeting with the Conduct Administrator or designee, unless an extension is granted.

Evaluation

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

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

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

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

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

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

Appeal of Involuntary Leave after Evaluation or Emergency Administrative Leave

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

The appeal shall be in writing and directed to the Associate Vice President of Student Affairs, or designee and shall be received within ten (10) business days of the determination of the Involuntary Leave. Upon receipt of the appeal, the Associate Vice President of Student Affairs, or designee shall set a hearing date no later than 15 business days after receipt of the appeal. The hearing shall be an informal proceeding and is not considered adversarial.

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

Readmission to the University

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

Consequences to Course Grades and Tuition or Other Fee Charges

If the Involuntary Leave policy is invoked, the student will normally receive "W" grades (withdraw grades) in all

courses in which he or she is currently enrolled, and will be considered eligible for a tuition credit upon re-enrollment. Regular tuition charges and other applicable fees will be refunded per the tuition refund policies outlined in the *Financial Information* section of this *Catalog*, based on the student's last date of attendance.

Student Concerns with Instructors

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

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

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

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

Instructor Issues Review Process

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

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

Lastly, the student will receive follow-up communication from the Academic Issues Administrator concerning the submitted Instructor Issues form. The communication will include a summary of findings and support for moving

forward in the student's future courses at Ashford University.

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

Grade Appeals

Basis for a Grade Appeal

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

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

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

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

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

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

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

(step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child.

Grade Appeal Procedure

1. If the student believes there is an error with the final grade issued in the class, the student should first discuss his or her concerns with the instructor who issued the grade. The student must appeal to the instructor in writing for reconsideration of the grade within seven (7) days of submission of the final grade.
2. If the student and instructor are not able to find resolution to the matter, the student can file a *Grade Appeal* form with the University, within fourteen (14) days of submission of the final grade. Grade appeals will be reviewed by an Administrator in the Academic Integrity Department.
 - Students must submit the *Grade Appeal* form and documentation of communication with the instructor electronically to gradeappeals@ashford.edu.
 - Students must be able to clearly identify and document either that:
 - An error was made in the calculation of the final course grade, or
 - The instructor was incorrect with respect to an objective fact within the discipline, and this error affected the student's final grade.
 - If the student is unable to demonstrate an instructor error as described above, the final grade will stand and the appeal will be closed without any further review.
3. Once the *Grade Appeal* form and supporting documentation are collected and thoroughly reviewed, and if the student is able to demonstrate a possible error as described previously, an Academic Integrity Administrator will facilitate the communication between the student and instructor and attempt to find resolution.
4. If the student is able to demonstrate a possible error as described previously, and the communication between those involved has not resulted in a resolution, the following steps will occur:
 - The Academic Integrity Administrator will forward the *Grade Appeal* form and supporting documentation to the Executive Dean or designee. The Executive Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.

Tuition Credit Request Policy and Procedure

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

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

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

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

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

Attendance Appeals

Basis for an Attendance Appeal in an Introductory Course

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

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

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

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

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

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

Attendance Appeal Procedure

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

Appeal

Informal Hearing

To appeal an informal hearing outcome:

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

determinative. A summary of this new evidence and its potential impact must be included;

- To assess whether a material deviation from written procedures impacted the fairness of the hearing;
- To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
- To assess whether bias on the part of a conduct committee member deprived the process of impartiality.

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

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

Student Community Standards Committee Formal Hearing

To appeal a Student Community Standards Committee hearing outcome:

- Accused students or complainants may petition within three (3) business days of the date of the hearing outcome. Such petitions will be in writing and will be delivered to the Director of the Conduct Administrator or designee. In Student Community Standards Committee cases that already involve the Director of the Conduct Administrator or designee, petitions will be delivered to the Associate Vice President of Student Affairs, .
- If the reviewing body described previously determines that one of the five bases for appeal listed subsequently has been met, the reviewing body may either reconsider the original determination and/or sanction(s) or refer the matter back to the Student Community Standards Committee for reconsideration. The reviewing body serves as the final level of review in the conduct matter.
- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;

- To assess whether a material deviation from written procedures impacted the fairness of the hearing;
- To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
- To assess whether bias on the part of a conduct board member deprived the process of impartiality.

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

Graduation/Completion Rates

In accordance with the Student Right-to-Know and Campus Security Act of 1990, Ashford University is pleased to share with you the following information on the graduation rates of our Fall 2009 cohort of full-time, first-time, degree or certificate seeking undergraduates.

As reported in the IPEDS graduation rates survey (GRS), during the Fall 2009 semester, 3,079 first-time, full-time, degree-seeking undergraduate students entered Ashford University. This population of students includes both bachelor's degree seeking students and associate degree seeking students. 13% of these students had graduated from Ashford University within 150% of the normal time to complete their degree (as of September 1, 2015). Please contact the Registrar's Office with any questions.

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

- All graduation rates are based upon 3 years of attendance for Associate's programs and 6 years of attendance for Bachelor's programs, which equates to 150% of the normal completion time.

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

Source: Institutional Research Services, 2016.

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

Graduation Rates

The three-year graduation rate for online associate's degree seeking students is 12% based on all students in the 2010-11 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 33% based on the 2007-08 entering cohort. The three-year graduation rate for online master's degree seeking students is 60% based on the 2010-11 entering cohort.

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

Student Body Diversity

Ashford University provides the following information regarding its student body. This information is based on data reporting in the 2015-2016 IPEDS Fall Enrollment Survey.

Graduation/Completion Rate by Gender	
Male	11%
Female	14%

Graduation/Completion Rate by Race or Ethnic Group	
American Indian or Alaska Native	(1)
Asian	(1)
Black or African-American	9%
Hispanic/Latino	10%
Native Hawaiian or Other Pacific Islander	(1)
White, non-Hispanic	16%
Two or More Races	(1)
Nonresident alien	(1)
Race/ethnicity unknown	(1)

Graduation/Completion Rate by Financial Aid Category	
Pell Grant Recipients	15%
Subsidized FFEL or Direct Loan Recipients (excludes Pell Grant Recipients)	15%
Neither Pell Grant nor Subsidized FFEL or Direct Loan Recipients	4%

Gender	Percentage
Male	30%
Female	70%
Race	Percentage
American Indian or Alaska Native	1%
Asian	1%
Black or African American	37%
Hispanic/Latino	10%
Native Hawaiian or Other Pacific Islander	1%
White, non-Hispanic	45%
Two or more races	3%
Nonresident alien	0%
Race and ethnicity unknown	2%
Pell Grants	Percentage
Students who received Pell grants	69%

(Source: Institutional Research Services, 2016)

Retention Rate

The retention rate for First-time/Full-time bachelor's degree-seeking students at Ashford University beginning in Fall 2014 was 34%.

(Source: IPEDS Fall Enrollment Survey 2015-2016)

SECTION THREE: STUDENT SERVICES, HEALTH, AND SAFETY

Student Services

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

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

Academic Advisement

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

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

Student Affairs

Student Affairs provides thought leadership, programs and services to the university community in the area of student development in order to support, engage and impact students and alumni in pursuit of their greatest potential. Supporting student and alumni success is accomplished by matching students with co-curricular programs and support services that are responsive to their unique needs and talents. Programs and services are actively integrated throughout the University and encompass values that enhance and enrich the moral, intellectual, spiritual, and psychological growth of the whole student.

Student Affairs includes student health and wellness resources, disability support services, student community standards, honor societies, peer mentoring, clubs &

organizations, community service, and specialized support to our military and veteran students and their families.

Student Organizations

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

Career Services

Career Services provides individual and group coaching services and self-directed resources for active, degree-seeking students and alumni. Some of the services offered include career exploration tools, resume and cover letter guidance, interview preparation, job search assistance, access to job postings and internships, and career self-assessments.

Through skills and personality assessments, individuals may explore their interests, abilities, values, and career options and goals. More information can be found on Ashford University's website at http://www.ashford.edu/student_services/careerservices.htm.

Alumni Services

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

Limitations Regarding Career and Alumni Services

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

Ashford University or any of its affiliates, and does not constitute a guarantee that a job is available with a given employer.

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

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

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

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

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

Employment Services

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

Registrar's Office

The Ashford University Registrar's Office works closely with members of the admission, academic, and student services departments to facilitate inclusive student recruitment and retention efforts in compliance with regulatory requirements. This office collects, records, maintains and reports all student records in accordance

with FERPA guidelines, e.g., grades, attendance, registration information, transcripts, and student academic progress. The Registrar's Office determines student admissibility by reviewing student's admission application as well as requesting and evaluating all student transcripts to determine applicability to programs. Program change requests, name changes, official and unofficial transcript requests and graduation functions are all handled by the Registrar's Office. Students in need of these services should contact the Registrar's Office for more information.

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

Student Portal

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

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

Website

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

Bookstore

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

General Campus Information

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

Publicity and Photo Release

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

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

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

Health Information

Drug Free Schools and Communities Act Program

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

Counseling, Treatment, and Rehabilitation Programs

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

- American Council on Alcoholism
(800) 527-5344: Addresses alcoholism as a treatable disease through public education, information, intervention, and referral;
- Al-Anon
(888) 425-2666: Helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend; and

- The Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline (800) 662-HELP / (800) 662-4357 / (800) 487-4889 (TDD): Provides information, support, treatment options, and referrals to local rehab centers for any drug or alcohol problem.

Help Lines/Hotlines

24 Hour National Suicide Prevention Lifeline/Veteran Crisis Line	(800) 273-TALK (8255) TTY Line: (800) 799-4889
24 Hour National Domestic Violence Hotline	(800) 799-SAFE (7233)/ TDD Line: (800) 787-3224
American Sexual Health Association: STI Resource Center	(800) 227-8922
CDC National AIDS Hotline/National STD Hotline	(800) CDC-INFO (232-4636)
National AIDS Hotline for the Hearing Impaired	TDD Line: (888) 232-6348
24 Hour National Alcohol & Substance Abuse Information Center	(800) 784-6776
Gay and Lesbian National Hotline	(888) THE-GLNH (843-4564)
The Youth Law Hotline (IA)	(800) 728-1172
Poison Control Center	(800) 222-1222
National Child Abuse Hotline	(800) 4-A-CHILD (422-4453)
Low Cost Clinic Locator	http://www.needymeds.org/free_clinics.taf
Emergency (police, fire, and rescue)	911

Health and Wellness Referrals

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

The Student Advocate HELpline is a service available through the Office of Student Access and Wellness. Trained Student Advocates are available to assist students experiencing extreme personal hardships and critical life impacts by providing short-term de-escalation, assistance locating support resources in their local area, and action planning to address educational impact of situational

stressors. Impacts supported include: concern for individual or community safety, homelessness and extreme financial hardship, sexual assault, domestic violence, and/or significant impact resulting from the loss of a loved one.

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

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

Safety Information

Campus Security and Fire Safety Report

The Ashford University Campus Security and Fire Safety Report is compiled annually in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and is available for students' review. This report is required by federal law and contains policy statements and crime and fire statistics compiled by the University. The policy statements address the University's policies, procedures, and programs concerning safety and security, for example, policies for responding to emergency situations, fire safety and sexual offenses. Statistics for the previous three calendar years are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. This report is available online at

www.ashford.edu/campus_security_and_fire_safety_report

. Students may also request a paper copy of the report be mailed to them by emailing their request to studentaffairs@ashford.edu.

Firearms/Explosives

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

SECTION FOUR: FINANCIAL INFORMATION

Financial Information

Ashford University is committed to helping students understand and manage the financial aspects of obtaining their education. For questions regarding tuition, fees, and payment options, students should contact the Financial Services Department at (800)798-0584. For cost of attendance information, please visit

www.ashford.edu/admissions/online_financial_services.htm.

Tuition and Fees 2016-2017

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

Undergraduate Programs Tuition & Fees

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

Tuition per credit:

100- to 400-level Courses	\$443.00
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Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$100.00
Prior learning assessment - sponsored professional training (per creditevaluated)***	\$30.00
Prior learning assessment - experiential learning essay assessment (per evaluation)* **	\$125.00
Insufficient funds fee	\$10.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records - Per page	\$0.50
California Student Tuition Recovery Fund^	\$0

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

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

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

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

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

Graduate Programs Tuition & Fees

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

Tuition per credit:

Master of Accountancy	\$644.00
Master of Arts in Education	\$577.00
Master of Arts in Health Care Administration	\$644.00
Master of Arts in Organizational Management	\$644.00
Master of Arts in Psychology	\$577.00
Master of Arts in Special Education	\$577.00
Master of Arts in Teaching and Learning with Technology	\$577.00
Master of Science in Criminal Justice	\$644.00
Master of Business Administration	\$644.00
Master of Public Administration	\$644.00

Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$140.00
Instructional Practice Specialization Course Fee (per specialization course) ***	\$1,082.00
Insufficient funds fee	\$10.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records - Per page	\$0.50
California Student Tuition Recovery Fund^	\$0

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

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

***The Instructional Practice Fee is \$1,082 per specialization course and is fully refundable if a student does not attend beyond Week 1 of an Instructional Practice specialization course (EDU 590, EDU 591, EDU 592, and EDU 593). After this time, the fee becomes non-refundable. For repeated courses, students will be charged a prorated Instructional Practice fee amount of \$1,050 per course repeat. The Master of Arts in Education, Instructional Practice specialization has indirect costs associated with the program that are not eligible for federal financial aid (Title IV), including the final lesson through TeacherReady which is \$600, \$75 for a Statement of Eligibility filed with the state of Florida, approximately \$600 for Florida Teacher Certification Exams, and the cost of background checks at various points over the program which can range from \$20 - \$75. In addition, any remedial work deemed necessary by TeacherReady may need to be completed at student's cost.

^California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0.00 per \$1,000 of tuition rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only and is non-refundable. The amount of the fee can change as determined by California.

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

Schedule of Charges

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

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

Program Name	Period of Attendance	Entire Educational Program
AA in Early Childhood Education (67 credits)	\$5,916	\$33,131
AA in Military Studies (64 credits)	\$5,916	\$31,652
All Online Bachelor's Programs (120 credits)	\$5,916	\$59,310
Master of Accountancy (48 credits)	\$6,366	\$34,102
MA in Education (39 credits*)	\$5,763	\$25,123
MA in Education, Instructional Practice (36 credits)	\$5,763	\$27,530
MA in Health Care Administration (36 credits)	\$6,366	\$25,614
MA in Organizational Management (33 credits)	\$6,366	\$23,492
MA in Psychology (36 credits)	\$5,763	\$23,202
MA in Special Education (30 credits)	\$5,763	\$19,360
MA in Teaching and Learning with Technology (30 credits)	\$5,763	\$19,360
Master of Business Administration (42 credits)	\$6,366	\$29,858
Master of Public Administration (36 credits)	\$6,366	\$25,614
Master of Science in Criminal Justice (39 credits)	\$6,366	\$27,736

Program Name	Period of Attendance	Entire Educational Program
*The Master of Arts in Education program is based off the 15 credit Curriculum and Instruction specialization.		

Sales Tax Disclaimer

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

Tennessee Tuition and Fee Guarantee

TN Residents Only

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

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

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

Students who change their program of study are eligible for the Tennessee Tuition and Fee Guarantee for a new 12

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

California Student Tuition Recovery Fund

CA Residents Only

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

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

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

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

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

- You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and

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

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

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

Terms of Billing and Payment

Tuition and fees are billed on a financial aid payment period basis, regardless of payment option. For undergraduate programs, a payment period is a minimum of 20 weeks of instructional time and 12 successfully earned credits. This is typically four courses taken sequentially during the payment period. For graduate programs, a payment period is a minimum of 18 weeks of instructional time and 9 successfully earned credits. This is typically three courses taken sequentially during the payment period. Tuition is due according to the terms and conditions of a student's selected Payment Option. See the section on *Payment Options* for more information.

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

Tuition Benefit Eligibility Requirements

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

Excess Credit Account Adjustment

Undergraduate students who need 0.01-1.00 or 1.01-2.00 credits (1 or 2 credits) in order to meet the total number of credits required to graduate may be issued an excess credit account adjustment. An excess credit account adjustment may be issued to the paying party in the amount of tuition paid in excess of what is required after satisfying the total credit requirement. Partial credit account adjustments will not be issued.

Bankruptcy

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

Payment Plans

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

All students must select their payment option type, manual-pay or auto-pay, at the time of payment plan approval. Students must make an initial payment after Payment Plan approval regardless of Payment Plan length or payment type. If the student elects to go on auto-pay, he/she is required to pay one (1) monthly payment amount initially (first payment). However, if the student decides to leverage a manual pay option, he/she must pay 10% of total balance owed or the equivalent of three (3) monthly payments as the initial (first) payment, whichever is greater. Payment Plans require monthly payments and are not set up to extend more than six months beyond a student's estimated graduation date.

If students have difficulty making payments or have questions, they should contact an Account Resolution Coordinator by dialing (800) 798-0584 and following the appropriate prompts for Finance and payment arrangements.

Payment Options

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

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

Ashford University will also accept debit cards that are endorsed by Visa or MasterCard or a personal check. A returned check may result in an insufficient funds fee. Students using endorsed debit cards should ensure they have sufficient funds in their account if they choose to use a debit card for automatic payments to avoid overdraft fees through their bank.

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

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

Cash Plan

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

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

Students are advised that credit cards are accepted as a convenient method of payment. Credit cards bearing high interest rates should not be used as a long-term financing method for educational costs. Ashford University encourages all students to utilize the free financial aid information that is available through the Financial Aid Office.

Any delay in payment may result in administrative withdrawal of the student from his or her current course

during Week One. The student will then be scheduled for a future course and is not permitted to re-enter the course from which he or she was removed due to non-payment.

Tuition Reimbursement Plan

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

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

Tuition must be paid in full 90 days after the start date of a course/term; otherwise, the student's credit card will be automatically charged. Applicable fees are due on or before the start date of each course/term. If fees are not paid in full on or before the start date of a course/term, the student's credit card will be automatically charged. A returned check may result in an insufficient funds fee. Students who have two declined credit card payments will be required to comply with the terms of the Cash Plan and will no longer qualify for the Tuition Reimbursement Plan. The conditions of this plan are not dependent upon the receipt of a course grade or completion of the course.

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

Documentation required for the Tuition Reimbursement Plan includes the following:

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

Direct Bill Plan (Third-Party Direct Billing)

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

other approved mediums in a timely fashion may result in the loss of Third-Party Direct Billing benefits.

Documentation required for Direct Bill Plan:

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

Leader Development Grant

Ashford University offers the Leader Development Grant (LDG) to students selected and sponsored by a participating Employer. The LDG program is funded by both the Employer and Ashford University. This grant is intended to help students avoid educational loan debt by funding a recipient's direct education-related costs. Direct education-related costs include tuition for all eligible courses (limited to two repeated courses), Technology Fee (per course), books, course digital materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. If both electronic and hard copy course materials are available for the same course, the LDG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs. As such, the Leader Development Grant is only available as a primary payment option. The Leader Development Grant is not available as a payment option for students in the Master of Arts in Education, Instructional Practice specialization.

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

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

Ashford University or the Employer may remove a student from the LDG at any time.

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

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

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

Documentation required for the Leader Development Grant:

- Leader Development Grant Agreement (executed between the University and Employer);
- Leader Development Grant Disclosure and Waiver (must be completed annually);
- Student Leader Development Grant Acknowledgement;
- Student Finance Agreement indicating Leader Development Grant
- Authorization to Release Student Records;
- Leader Development Grant Student Payment Authorization (if applicable); and
- Net Price Calculator Results, Shopping Sheet, and Data Summary (must be completed annually).

Military Veteran's Benefits Plan

The Military Veterans Administration Plan requires that all tuition be paid on or before each course start date, with the

exception of the first 60 days in the student's first academic year. Under this plan, tuition payments are deferred for the first 60 days of continuous enrollment in a degree program, regardless of when the student receives disbursement from the Department of Veterans Affairs. Applicable fees are due on or before the start date of each course/term. To qualify, students must submit a signed *Student Finance Agreement*, prior to the start of the course/term.

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

VA Classification of Ashford University Online Students:

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

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

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

VA Regional Office
PO Box 8888
Muskogee, OK 74402-8888

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

- 22-1990 (Application for VA Education Benefits) for veteran students who are using their GI Bill for the first time.
- 22-1995 (Change of Program/Training) for veteran students who have used their GI Bill benefits before.

- Chapter 35 Dependent/Spouse benefit forms are available for each branch of service on the website subsequently listed.
- DD-214 (Release from Duty). Ashford University requires a copy of this form for the student's file if available. This form does not hold up certification.

The University's VA Certifying Official will periodically review and certify the student for courses throughout the year on the VA-ONCE website. GI® Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Procedures While Enrolled:

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

WAVE =

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

IVR = (877) 823-2378

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

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

Military Tuition Assistance Plan

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

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

Documentation required for the Military TA Plan:

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

Military Tuition Assistance Procedure:

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

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

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

Ashford University Military Grant

Undergraduate Students: Students enrolled in an undergraduate program may be eligible for the Ashford University Military Grant. Eligible students include Active Duty, National Guard, Reservists, spouses of Active Duty,

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

Grants are applicable to courses for which tuition is in excess of \$250 per credit hour. For courses with tuition of \$443 per credit hour, the grant is \$193 per credit hour. In addition, this grant also covers the Sales Tax, Technology Fees, and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge.

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

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

The grant covers the Sales Tax, Technology Fees, and course materials, including standard shipping costs where applicable, required for an eligible student's program of study and purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When

course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. Grants are only applied to an eligible student's account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved *TA Authorization* form or appropriate verification of military service. Any other fees or charges not listed will be considered the responsibility of the student, including without limitation any Instructional Practice fee for students electing to enroll in the MAED, Instructional Practice specialization.

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

Military Grant Grandfathering

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

Ashford Alliance Agreement Grants

Undergraduate Students: Students enrolled in an undergraduate program may be eligible for Ashford Alliance Agreement grants. Eligible students include Participating Organizations' employees and/or other eligible associated staff. Grants are only applied to an eligible student's account upon receipt of an approved employment/membership with a Participating Organization, and must provide the University with an approved verification of corporate affiliation.

Grants are applicable to course tuition, and are applied as a percentage of tuition per credit hour. In addition, this grant may also cover Technology Fees and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave

will be asked to recertify eligibility for the Ashford University Alliance Agreement Grant upon return by providing appropriate verification of corporate affiliation.

Graduate Students: Students enrolled in a graduate program may be eligible for Ashford Alliance Agreement grants. Eligible students include Participating Organizations' employees and/or other eligible associated staff. Grants are only applied to an eligible student's account upon receipt of an approved employment/membership with a Participating Organization, and must provide the University with an approved verification of corporate affiliation.

Grants are applicable to course tuition, and are applied as a percentage of tuition per credit hour. In addition, this grant may also cover Technology Fees and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping.

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

Ashford University Alumni Tuition Grant

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

Students who qualify for the Alumni Tuition Grant must successfully complete four attempted courses after matriculation into an undergraduate degree program or three attempted courses after matriculation into a graduate degree program. The tuition grant will then be applied to the student's account in the amount of tuition charged for the fifth or fourth attempted course to apply to the cost of the course, depending on the student's degree program. Once the grant is applied to the student's account, a student is not eligible for an additional grant until he/she graduates from another University of the Rockies or Ashford University degree program and meets admissions requirements to enroll in a subsequent degree program.

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

Other Sources of Aid

StraighterLine Tuition Grant

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

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

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

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

Outside Scholarships

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

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

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

Private Loan

Before considering a private education loan, students are recommended to first apply for available federal student financial aid (Title IV) to ensure any eligible federal grant aid is utilized and/or any eligible federal low interest loans available are considered. If a student wishes to apply for a private education loan, Ashford University will work with any lender participating in a private student loan program from which a student wishes to borrow. If a student obtains a loan to pay for an education program, the student will have the responsibility to repay the full amount of the loan plus interest. Please contact the Financial Aid Office for additional information about all available education funding options.

Financial Aid Plan

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

- The Institutional Financial Aid Application;
- Proof of registration for a FSA ID at any of the following websites:
fsaid.ed.gov;
www.fafsa.gov;
www.nsls.ed.gov;
www.studentloans.gov; or
www.studentaid.gov
- The Free Application for Federal Student Aid (FAFSA)*;
- Entrance Loan Counseling, if applicable;
- A Direct Loan Master Promissory Note (MPN), if applicable; and
- All related paperwork and documentation requested by the University.

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

Federal Student Aid Eligibility

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

- Demonstrate financial need (for most programs);
- Have a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate or completion of a high school education in a homeschool setting approved under state law;
- Be a US citizen or eligible noncitizen;
- Have a valid Social Security Number;
- Register with the Selective Service (if required);
- Be enrolled as a regular student in an eligible degree program;
- Maintain satisfactory academic progress once in school;
- Certify that no federal student loan is in a default status and no money is owed on a federal student grant; and
- Certify that use of federal student aid is only for educational purposes.

Financial Aid Student's Rights

As a financial aid applicant or recipient, a student has the right to:

- Be advised on the different financial aid programs available and how to apply for them;
- Be advised on deadline dates for submitting applications for each financial aid program available;
- Be advised on how the student's financial need was determined;
- Be advised on how financial aid will be disbursed;
- Be advised on each of the various programs in the student's packaging;
- Be advised on the impacts of withdrawal, such as refunds or repayments of financial aid;
- Be advised on the requirements for maintaining financial aid eligibility and satisfactory academic progress;
- Have all application information treated with the highest confidentiality; and
- Be advised on the names of the organizations that accredit or license the University.

Financial Aid Student's Responsibilities

As a financial aid applicant or recipient, a student has the following responsibilities:

- To apply for financial aid by appropriate deadlines if he or she wishes to be considered for financial assistance;
- To submit all required forms accurately and completely;
- To provide documentation, verification of income, corrections and/or any information to complete his or her financial aid file;
- To notify the Financial Aid Office when additional aid is received from outside sources;
- To accept responsibility for all forms and agreements he or she signs;
- To use financial aid only for his or her actual educational expenses; and
- To complete exit counseling online or to schedule an exit interview with the Financial Aid Office within 30 days of graduating or withdrawing from the University for any reason.

Cost of Attendance

Cost of Attendance (COA) budgets are estimated costs for completing a full academic year and provides students and parents with reasonable projected educational costs associated with full-time attendance at Ashford University. The University uses these costs to develop budgets for awarding federal financial aid. Costs will vary according to the individual student profile; for example, whether the student is an undergraduate or graduate student, living at home with parents, or living on his or her own.

The COA includes direct and indirect expenses:

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

Federal Direct Annual Loan Limits

Federal Direct Annual Loan Limits:	Dependent Undergraduate Students	Independent Undergraduate Students*	Graduate Students
First Year Students Online Programs: 0–24 credits	Total: \$5,500 Max Subsidized: \$3,500	Total: \$9,500 Max Subsidized: \$3,500	Total Unsubsidized: \$20,500
Second Year Students Online Programs: 25–48 credits	Total: \$6,500 Max Subsidized: \$4,500	Total: \$10,500 Max Subsidized: \$4,500	Total Unsubsidized: \$20,500
Third Year Students and Beyond (each year) Online Programs: 49 credits or greater	Total: \$7,500 Max Subsidized: \$5,500	Total: \$12,500 Max Subsidized: \$5,500	Total Unsubsidized: \$20,500

Students who successfully complete the weeks and credits required in an academic year will be eligible to be packaged for the next grade level for registered coursework following completion of the academic year. Transfer students who are awarded credits equal to or greater than the number required for completion of an academic year are eligible to be packaged for the next grade level, where applicable (e.g., students transferring in 24 credits or greater are eligible to be packaged as a second year student). Students completing an Associate's degree may only be eligible to borrow loan amounts up to a second year student grade level, regardless of the number of credits transferred in.

Federal Direct Aggregate Loan Limits*

	Dependent Undergraduate Students	Independent Undergraduate Students**	Graduate Students
Maximum Total Debt	\$31,000 Max Subsidized: \$23,000	\$57,500 Max Subsidized: \$23,000	\$138,500 Max Subsidized: \$65,500 (includes undergraduate borrowing)

*A borrower who has reached his or her aggregate borrowing limit may not receive additional loans until he or she has reduced his or her aggregate loan amount.

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

How to Apply for Financial Aid

Complete an application for admission to the University. A student must be accepted by the University before a financial aid award can be determined. Complete the Free Application for Federal Student Aid (FAFSA), and list the University (School Code: 001881) as a college to receive information. Students must apply 90 days prior to the start of each academic year. Complete an Institutional Application for financial aid, a Master Promissory Note (if applicable), and Entrance Loan Counseling (if applicable). The University may also require additional documents to verify aid eligibility (for additional information, please see

the *Verification for Federal Student Aid Eligibility* in this section of the *Catalog*). It is highly recommended that the student or parent apply for the Federal Student Aid Identification Number (FSA ID) through the US Department of Education at any of the following websites:

- fsaid.ed.gov;
- www.fafsa.gov;
- <http://www.nsls.ed.gov>;
- <http://www.studentloans.gov>; or
- <http://www.studentaid.gov>

The FSA ID serves as the student's electronic signature and can be used to electronically apply for federal student aid and access Federal Student Aid records online. The FSA ID should be kept in a safe location and should not be shared with anyone.

Free Application for Federal Student Aid (FAFSA)

The FAFSA is available online at www.fafsa.gov. The completed form should be signed electronically with the applicant's FSA ID so that the student's financial need can be evaluated.

Verification for Federal Student Aid Eligibility

The federal government requires colleges and universities to verify, or confirm, the data reported by students and their parent(s) on the FAFSA. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents ineligible students from receiving financial aid to which they are not entitled. A subset of financial aid applications are randomly selected by the US Department of Education for verification. If a student is selected for verification, there is an asterisk next to the Expected Family Contribution (EFC) on the Student Aid Report (SAR). The SAR may be viewed online at www.fafsa.gov under Step 3, "View and Print Your Student Aid Report."

Applications selected for verification are placed into a Verification Tracking Groups (V1 – V6). The SAR indicates with a tracking flag for which group the student has been selected. Items to be verified are based on the specific Verification Tracking Group. If a student is selected for verification, the Financial Aid Office notifies the student of required documentation.

The student (and parent(s) of dependent students), are required to provide appropriate and legible supporting documents to the Financial Aid Office. Depending on the category selected, one or more of the following documents may be requested:

1. Verification Worksheet;
2. IRS Tax Return Transcript or use of IRS Data Retrieval Process;
3. Documentation of Supplemental Nutrition Assistance Program (SNAP), if applicable;
4. Documentation of child support paid, if applicable;
5. Documentation of other untaxed income, if applicable;
6. Verification of high school completion (or equivalent), if applicable; and,

7. Identity and Statement of Educational Purpose, if applicable.

Please note that additional documents may be requested at the Financial Aid Office's discretion.

Participation in the verification process is not optional. Students with verification categories of V1 – V3, and V6, who do not submit the required documentation within 30 days of request may experience financial aid processing delays, and may be administratively withdrawn until all supporting verification documents have been received by the University's Financial Aid Office. New online students who are selected for the customized verification categories of V4 or V5 must submit the required Identity and Statement of Educational Purpose documentation prior to progressing beyond conditional admission status or they will be administratively withdrawn prior to attending week four of their first course. Any other required documentation must be completed within 30 days of request. Continuing online students who are selected for the customized verification categories of V4 or V5 must submit the Identity and Statement of Educational Purpose within 14 days of notification and any other requested documentation within 30 days.

If clarification is needed on a verification document or the Student Aid Report, an advisor from the Financial Aid Office will contact the student for additional information. Possible corrections may be required on the SAR. If a student's financial aid award in any way changes as a result of verification, a new award letter is generated and available via the portal to view or print. Verification Worksheets can be obtained from the Financial Aid Office or on the Student Portal. Financial aid will not be processed or disbursed if an applicant fails to provide the appropriate and legible verification documentation.

Fraudulent Activity

If Ashford University obtains any credible information indicating that an applicant for federal student financial assistance may have knowingly engaged in fraud or other criminal misconduct in connection with his or her application for federal student financial assistance, that individual will be referred to the Office of Inspector General (OIG) of the US Department of Education. Examples of this type of misconduct may include, but are not limited to:

1. False claims of independent student status;
2. False claims of citizenship;
3. Use of false identities;
4. Forgery of signatures or certifications; and
5. False statements of income.

Code of Conduct and Federal Student Aid Eligibility

In addition to being referred to the OIG, students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a hold and unscheduled from future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing. For more information on the code of conduct review process please see that section in this *Catalog*.

NSLDS Fraud Loan Flag and Federal Student Aid Eligibility

Students who have been convicted of fraudulently obtaining federal loans are no longer eligible for Federal Title IV aid. Students will be flagged on the Student Aid Report (SAR) as comment code 272. Students with this comment codes must refer to the loan holder for resolution. A financial aid hold will be immediately placed on the students account and students will be unscheduled from all future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved. If a student is still within the first week of their course, or within the Ashford Promise/Conditional Admission Period (CAP), those students will be removed from their current course as well. Students will be administratively withdrawn from the University after 14 days of non-attendance.

Identity Reject Flag and Federal Student Aid Eligibility

Students who meet certain conditions related to identity issues will be flagged on the Student Aid Report (SAR) as comment code 281 and are no longer eligible for Federal Title IV aid until resolved. A financial aid hold will be immediately placed on the students account and students will be unscheduled from all future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved. If a student is still within the first week of their course, or within the Ashford Promise/Conditional Admission Period (CAP), those students will be removed from their current course as well. Students will be administratively withdrawn from the University after 14 days of non-attendance.

This comment code can only be overridden by the Department of Education. Students should contact Federal Student Aid at 202-377-3889 for resolution. The Department will work with students regarding requesting documentation directly to clear the issue. If the comment code is determined to be in error or is resolved, the school

will receive a reprocessed ISIR with an override comment code 283.

Unusual Enrollment History and Federal Student Aid Eligibility

Students who are flagged on the Student Aid Report (SAR) as comment code 359 or comment code 360, who did not successfully complete coursework during an academic year in which they also received a Pell grant and/or a Federal Direct Loan (not including a Direct Consolidation Loan or parent PLUS loan), may be required to submit a letter of explanation and appropriate college history documentation for review by Ashford. The letter and explanation must show that there were extraordinary or unusual circumstances that occurred which prevented the student from being successful in his or her studies. All requested documentation related to a comment code 359 or 360 for new online students must be submitted and approved by Ashford University prior to a student progressing beyond conditional admission status or the student will be administratively withdrawn prior to attending week four of their first course. For continuing students, if requested, the Identity and Statement of Educational Purpose must be submitted and approved within 14 days of notification or the student will be administratively withdrawn; any other requested documentation must be submitted and approved within 30 days. Financial aid will not be processed or disbursed if an applicant fails to provide the requested documentation.

General Financial Aid Reapplication Process

It is the student's responsibility to reapply for funding as necessary by completing the FAFSA and any subsequent document requested by the Financial Aid Office. Students must reapply 90 days prior to the start of each academic year. Tardiness in applying could result in disqualification of the Financial Aid Plan and requires compliance with the terms and conditions of the Cash Plan.

If a student does not complete the financial aid process in advance of his or her last date of attendance, he or she forfeits eligibility for financial assistance that might otherwise have been available during that period of enrollment, and becomes fully responsible for all remaining balances.

Undergraduate Programs

Renewed Loan Eligibility: A student enrolled in an undergraduate program may renew his or her loan for the next academic year once these conditions have been met:

- If required, submission of a new award year FAFSA and any subsequent documents requested by the Financial Aid Office;

- The student has completed the initial 40-weeks of instructional time and the loan period has ended;
- The student has successfully completed 24 undergraduate-level credits; and
- The student is registered for another course.

Graduate Programs

Renewed Loan Eligibility: A student enrolled in a graduate program may renew his or her loan for the next academic year once these conditions have been met:

- If required, submission of a new award year FAFSA and any subsequent documents requested by the Financial Aid Office;
- The student has completed the initial 36-weeks of instructional time and the loan period has ended;
- The student has successfully completed 18 graduate-level credits; and
- The student is registered for another course.

Entrance Counseling for Federal Loan Recipients

All first-time Federal Direct loan recipients who have received a Financial Aid Award offer and have accepted the Federal Direct Loan(s) are required to complete online Federal Direct Loan Entrance Counseling and to sign a Federal Direct Loan Master Promissory Note prior to the school receiving the funds. First-time borrowers of federal loans at Ashford University must complete entrance counseling as mandated by federal regulations. This requirement is met by completing an entrance counseling exercise online. Federal loans (Direct Loans and Grad PLUS) cannot be released to a student's account until this federal requirement is satisfied. Students will be provided information on how to complete the required counseling exercises along with their financial aid award information. A PLUS loan applicant, either a parent or a graduate or professional student, that has an adverse credit history must complete additional required PLUS loan counseling via the StudentLoans.gov website. A PLUS loan applicant, either a parent or a graduate or professional student, that has an adverse credit history must complete additional required PLUS loan counseling via the studentloans.gov website.

Types of Financial Aid

In general, financial aid is provided in the form of grants and loans. Part-time work programs are also available for enrolled students. While some students may qualify for one type of financial assistance, others may qualify for a combination of two or more programs. The financial aid packaging process is awarding aid without exceeding the student's financial need. This packaging of financial aid

allows Ashford University to assist a larger number of students and to award aid suited to the student's individual needs. Each student may be expected to make a financial contribution toward educational costs based on family circumstances and ability to pay. The family's share of the cost and eligibility for aid are determined through the Free Application for Federal Student Aid (FAFSA).

State Aid Programs

Please visit the Education Resource Organization Directory (EROD) at

wdcrobcolp01.ed.gov/Programs/EROD/index.cfm for a list of state grant agencies by state. Students may contact these agencies directly for information regarding state grants that may be available.

Federal Aid Programs (Title IV)

Federal Pell Grants: Federally funded grants for undergraduate students who have not earned a bachelor's or professional degree. These grants are based on financial need and enrollment status at the University. Pell Grants provide a foundation of financial aid for many students to which other aid may be added. To determine eligibility for Federal Pell Grants, the US Department of Education uses a standard formula to evaluate the information supplied to them from the student. This formula produces an Expected Family Contribution (EFC) amount. The amount a student receives for a Pell Grant depends on a student's EFC, cost of attendance, status as either a full-time student or part-time student, and whether the student will attend school for a full academic year. Pell Grants are limited each award year in amounts depending upon program funding and a maximum per-student amount. Grants are currently awarded up to a maximum of \$5,815 per academic year (award year 2016-2017). The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited to be the equivalent of six years or 600% of Pell Grant funding.

Federal Supplemental Educational Opportunity Grants (FSEOG): Grants funded by the federal government and the University to aid undergraduate students with exceptional financial need. The University determines who will receive FSEOG based on factors such as need, Pell Grant eligibility, and availability which may vary by payment period. The award amount could be up to \$600 per academic year at Ashford University based on allocations.

Direct PLUS Loans (PLUS): Long-term, low-interest rate loans made available to eligible parents to help pay student expenses at an approved postsecondary educational institution. These are loans that must be repaid. An eligible parent may borrow up to the student's cost of attendance, minus all other financial aid resources. The lender is the U.S. Department of Education. Repayment begins once the

loan is fully disbursed. The parent borrower may contact his or her loan servicer to request a deferment. These loans are subject to credit approval and are available only to aid dependent students.

Direct Graduate PLUS Loans (Available for Graduate Programs Only): Long-term, low-interest unsubsidized loans for graduate students. These are loans that must be repaid. The student may borrow up to the cost of attendance, minus the Unsubsidized Direct Loan (if applicable), all other financial aid received, and any other aid resources. An eligible student may borrow directly from the Federal government. Repayment begins six months after the student ceases to be enrolled at least half-time. These loans are subject to credit approval.

Federal Direct Loans: Direct Loans are low-interest loans for students to help pay for the cost of a student's education when attending post-secondary education after high school. These are loans that must be repaid. The lender is the US Department of Education. Students may borrow directly from the federal government through the Direct Loan servicer. While the federal government is the lender for Direct Loans, the application and origination process occurs through the University. To be eligible for a Direct Loan, a student must be enrolled in an eligible degree program on at least a half-time basis. The Direct Loan Program offers a lower interest rate than most commercial loans. The federal government pays the interest on a Subsidized Direct Loan* for undergraduate students while attending at least a half-time program or during a period of deferment, as long as the student shows a demonstrated financial need. An origination fee may be deducted from the student's loan amount that is disbursed. If a student does not demonstrate a financial need or is a graduate student, the Unsubsidized Direct Loan may be available and begins to accrue interest while the student is in school. Please refer to the *Federal Direct Annual Loan Limits* and *Federal Direct Aggregate Loan Limits* tables in this section of this *Catalog*. If a student received federal student financial aid funds, and withdraws from the institution, after review of the student's account to determine if there are payments in excess of charges, the student is entitled to receive a refund of funds not paid from federal financial aid funds. The standard repayment plan begins six months after the student graduates or is no longer enrolled at least half-time, and up to 10 years may be allowed to repay the loan(s). Students who meet eligibility requirements may request a deferment or forbearance of their loan payment. The following are circumstances under which a student may qualify for a deferment/forbearance: currently enrolled in school on at least a half-time basis; graduate fellowship; rehabilitation training; unemployment; economic hardship; military service; or post-active duty student. Please refer to www.studentaid.ed.gov for more information about current

loan interest rates and how to apply for a Direct Loan and other repayment options.

**Beginning with the 2013-2014 Financial Aid year, there is a limit on the maximum period of time (measured in academic years) that a student can receive Subsidized Direct Loans. This applies to first-time borrowers only (or students who had previously borrowed and paid off federal student loans). In general, a student may not receive Subsidized Direct Loans for more than 150% of the published length of his or her program. Students who change programs may have their subsidized eligibility impacted and should contact their Student Advisor for more information.*

Federal College Work-Study Program (FWS): Funded by the federal government and the University. To be eligible, a student must complete the FAFSA, have a documented financial need and maintain satisfactory progress, as defined for financial assistance. Students may be employed by the University or off-campus federal, state, and local public agencies. They may also be employed by certain private nonprofit. Work-Study awards do not guarantee a student employment with an eligible employer. In addition, funds earned through the FWS program do not automatically count against the student's billed tuition. Contact the Financial Aid Office for additional information.

Iraq and Afghanistan Service Grant: Federally funded grants for undergraduate students. Students may be eligible for this grant if the student was not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution but meets the remaining Federal Pell Grant eligibility requirements, and the student's parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001; and if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college.

Other Available Financial Aid

Students should check with their high school, area civic groups, businesses, and churches to determine availability. See *Outside Scholarships* and *Private Loan* in this section of the *Catalog*.

Financial Aid Plan for Online Programs

To select the Financial Aid plan as the primary payment option for enrollment in an online program, students must be eligible for enough in federal loan funds to cover 50% of the cost of tuition and fees for an academic year or \$5,500, whichever is less.

Under this plan when used as a primary payment option for enrollment in an online program, students are expected to submit all financial aid documents prior to their start date. If a student fails to supply all required documents by

11:59 pm in the Pacific Time Zone on Monday of the first week, the student will be withdrawn from his or her current course. Students who are otherwise qualified may restart their program at a later date when all required financial aid documentation is submitted. If a student is unable to qualify for financial aid, he or she must select another payment option and is held responsible for any outstanding balances incurred.

Continuous attendance with no attendance breaks greater than 14 days or approved an Academic Leave greater than 45 days is required to retain eligibility for disbursed federal financial aid funds. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. The University may be required to return the federal funds of students with reduced financial aid eligibility due to attendance breaks or Academic Leaves, leaving the student responsible to the University for any balance on the student's account. Students who are awarded Title IV aid in an amount exceeding the tuition and fees assessed by the University, and/or students who withdraw before completion of the term or program, may be required to return unearned funds to the Department of Education and/or Ashford University. Students in this situation who received excess funds stipend checks may be required to return those funds to the institution. Students are strongly encouraged to contact the Financial Services Department to understand the potential impact attendance changes may have on their financial aid as far in advance as possible.

Financial Aid Specific to Undergraduate Programs

Definition of Academic Year

Week = 7 calendar days

Full Academic Year Definition = a minimum of 40 weeks of instructional time and 24 successfully earned credits that apply toward the student's program of study. Please note: courses are offered 50 weeks in each calendar year. Therefore, students can complete five academic years in four calendar years.

A full Academic Year consists of two (2) increments that may be referenced as payment periods, financial aid payment periods or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Loan Disbursement Information

Loan periods for undergraduate programs are 40 weeks in length. Undergraduate students can expect two (2) disbursements (one per payment period) each academic year. An academic year for undergraduate students is comprised of eight (8) successfully completed courses. Each payment period is four (4) successfully completed courses. The beginning of the loan period will coincide with the beginning date of the first course in the student's academic year. See *Financial Aid Specific to Undergraduate Programs Definitions* in this section of the *Catalog* for more information about loan periods

First Disbursement: To receive a disbursement, students must have successfully completed the financial aid application process, including verification, if applicable. The first disbursement will be delivered no earlier than the first week a student has posted attendance in the first course. For students who are conditionally admitted with the Ashford Promise, the first disbursement will be delivered no earlier than at the time of matriculation during the 4th week of attendance in the first course. For first-time undergraduate borrowers, the first disbursement cannot be disbursed until 30 days after the first day of the student's program of study. The first disbursement is intended to be applied toward the first four (4) successfully completed courses and any applicable fees.

Second Disbursement: The second disbursement will be delivered once a student has successfully completed at least 12 undergraduate-level credits and is intended to be applied toward the remaining four (4) successfully completed courses and any applicable fees in the second payment period. A student must also be registered for and start the next class in the second payment period, and at least half of the loan period (20 weeks) must have passed. For students in a final academic year that is less than a full academic year but more than half of an academic year, the second disbursement will occur when the student has completed half the credits and half the weeks of instructional time remaining. In order to be eligible for a

Post Withdrawal Disbursement (PWD) or Late Disbursement for a second/subsequent disbursement, a student must have graduated or completed the payment period for which the loan was intended.

Note: Grades of “W,” “WF,” “I,” or “F” do not count toward successfully completed courses. Grades of “D+,” “D,” or “D-” that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. Once a grade of “T” is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Financial/Financial Aid Implications for Residents of California, Mississippi, and Tennessee: Financial aid may be certified but will not be disbursed until proof of graduation from high school or equivalent has been received by Ashford University. To allow time for receipt of this proof, students choosing the “financial aid” payment option will have their first disbursement of financial aid delayed until the later of eleven (11) calendar weeks post start date or the conclusion of the first six (6) attempted credits. Students whose proof of graduation from high school or equivalent is not received within the time frame described previously will:

1. Be placed on finance hold and unscheduled from future courses until proof of graduation from high school requirements are satisfied and financial aid is certified, or
2. Pay cash to bring their account current and for all courses they take until proof of graduation from high school requirements have been received and financial aid has been disbursed.

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 12 undergraduate-level credits. However, students who do not meet the minimum 12 successfully completed undergraduate level credits may be required to pay out of pocket for additional courses, including dropped or failed courses, before a subsequent disbursement can be released. Students who fall below the minimum number of credit hours may have their financial aid funds reduced or prorated.

Students who do not consistently register for sequential courses may not receive their financial aid disbursements.

Online Bookstore Voucher (Undergraduate)

Undergraduate students may be eligible for a voucher to purchase required books and supplies through the

University’s online bookstore. Vouchers are automatically generated and emailed to eligible students within the first seven days of the financial aid payment period.

This online bookstore voucher allows the student to purchase required books and supplies with an automated charge posted to his or her student account against anticipated financial aid, and only when the anticipated financial aid is greater than the amount of tuition and fees for the payment period. These voucher purchases will be paid by the student’s financial aid funds once disbursements are posted to the student’s account. In all cases, the student is obligated to reimburse Ashford University in full for the amount of charges incurred when the bookstore voucher is used whether or not sufficient financial aid funds are available on the student’s account. Such a situation may occur, but is not limited to, when:

- The bookstore charges are not able to be charged against financial aid;
- The student does not receive the anticipated financial aid; or
- The student does not receive sufficient financial aid to cover the full amount of the bookstore charges.

Online bookstore vouchers will only be issued to students who:

- Are eligible for a Federal Pell Grant; and
- Are estimated to be eligible for federal aid disbursements in excess of tuition and fee charges; and
- Complete their financial aid file 21 calendar days prior to the start of the financial aid payment period, or have their financial aid package completed 10 calendar days prior to the start of the payment period.

Online bookstore vouchers expire 21 days after the financial aid payment period begins and may only be used at the University’s online bookstore. These vouchers are not transferrable and cannot be redeemed for cash. Only one voucher per eligible student will be issued each financial aid payment period. Students are not obligated to use the voucher to purchase their books. Students may opt out by simply not using the book voucher and purchasing their books using personal funds.

Questions pertaining to the Online Bookstore Voucher should be directed to the Financial Services Department.

Financial Aid Specific to Graduate Programs

Definition of Academic Year

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and 18 successfully earned credits that apply toward the student's program of study.

A full Academic Year consists of two (2) increments that may be referenced as payment periods, financial aid payment periods or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each increment.

Loan Disbursement Information

First Disbursement: To receive a disbursement, students must have successfully completed the financial aid application process, including verification, if applicable. The first disbursement will be delivered no earlier than the first week a student has posted attendance in the first course. For students who are conditionally admitted with the Ashford Promise, the first disbursement will be delivered no earlier than at the time of matriculation during the 4th week of attendance in the first course. The first disbursement is intended to be applied toward the first three (3) successfully completed courses and any applicable fees.

Second Disbursement: The second disbursement will be delivered once a student has successfully completed at least 9 graduate-level credits and is intended to be applied toward the remaining three (3) successfully completed courses and any applicable fees in the second payment period. A student must also be registered for and start the next class in the second payment period, and at least half of the loan period (18 weeks) must have passed.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully

completed courses. In addition, students who are required or choose to repeat courses in which they earned a grade of "C," will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 9 graduate-level credits. However, students who do not meet the criteria listed previously for receipt of loan funds may be required to pay for more than the minimum number of courses before a subsequent disbursement is available. Students who do not consistently register for sequential courses may not receive their financial aid disbursements.

Financial Aid and Satisfactory Academic Progress Requirements

Students are required to make satisfactory academic progress in order to maintain eligibility for Title IV federal financial aid. See the *Satisfactory Academic Progress (SAP)* policy in the *Undergraduate Programs or Graduate Programs* section of this *Catalog* for further details related to SAP review and requirements, and information related to conditions of Academic and Financial Aid Warning, Academic and Financial Aid Probation and Probation-Academic Plan during which students maintain Title IV eligibility.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. Grades of "D+," "D," or "D-" that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Exit Counseling for Federal Loan Recipients

Students who leave the University or whose student status falls below half-time must complete exit counseling for federal loans (Direct and Grad PLUS) within 30 days of separation from the school as mandated by federal regulations. Students will be emailed instructions on how to complete their exit counseling online. Students may contact the Financial Aid Office to receive individual repayment or account information.

Return of Title IV Funds

The Financial Aid Office is required to perform a Return of Title IV Funds calculation when a Title IV recipient withdraws from his or her program. A student may withdraw from the University at any time either verbally or in writing. It is highly recommended that students speak with the Financial Services Department prior to withdrawing. The standard formula for Return of Title IV is calculated on a percentage basis by comparing the total number of days the student completed to the total number of days in the payment period. The calculation determines the amount of Title IV the student is eligible to keep and the amount of Title IV funds which are required to be returned. The Return of Title IV calculation may result in the student owing the University for unpaid tuition and fees and Department of Education for grants and Direct Loans.

For Return of Title IV calculation purposes, a payment period consist of one-half of the credit hours and weeks required for the academic year being attended at the time of withdrawal. For additional information on academic year and payment period, please refer to *Definition of Academic Year* in this section of this *Catalog*.

If a return of Title IV funds creates a balance on the student's account, the student will be responsible for full payment. A student will not be allowed to re-enter, register, or receive an official academic transcript until the outstanding balance has been paid in full or is currently on an approved payment plan. If loan funds need to be returned by the student, the student may pay these funds back under the original terms of the loan. If grant funds need to be returned by the student, the student must pay these funds back to the Federal Grant program. The University will return the unearned Title IV funds in the following order:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct Graduate PLUS
- Direct Parent PLUS
- Federal Pell Grant
- FSEOG
- TEACH Grant
- Iraq and Afghanistan Service Grant

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Direct Loan Grace Period

Direct Subsidized and Unsubsidized Loans:

When a student graduates, withdraws or is no longer enrolled at least halftime in an eligible program, he or she will be granted a six-month grace period for his or her Direct Subsidized and Unsubsidized Loans for which the student is not required to make a loan payment. The grace period begins the day after the student stops attending or drops below half time enrollment. At the end of the grace period, repayment begins. For Direct Unsubsidized Loans any interest that accumulates during the deferment period will be added to the unpaid principal.

Direct Parent and Graduate PLUS Loan:

There is no grace period for Direct PLUS loans. However, parent PLUS borrowers, graduate, or professional PLUS borrowers can request to defer repayment for an additional 6 months after the student graduates, withdraws or drops below half-time enrollment. In doing so, any interest that accumulates during the deferment period will be added to the unpaid principal. At the end of the grace period, repayment begins.

Direct Loan Repayment

There are several choices of repayment plans. The loan servicer will notify the student (and/or parent) of the date the loan goes into repayment. If the student does not choose a repayment plan, they will be placed on the standard repayment plan. The longer the loans are in repayment, the more interest that will be accrued. If a student obtains a loan to pay for their educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any funds returned to the lender determined after withdrawal during the Return of Title IV Funds calculation.

Standard Repayment Plan:

The student pays a fixed amount each month until the loan is paid in full. The monthly payments will be at least \$50, and up to 10 years repayment. Less interest is paid over time on this plan.

Graduate Repayment Plan:

The payments start out low and will increase every two years. The length of the repayment period will be up to 10 years. More interest is paid over time on this plan.

Extended Repayment Plan:

The student must have more than \$30,000 in Direct Loan debt. Under the extended plan the student can take up to 25 years for repayment and two payment options: fixed or graduated. Fixed payments are the same amount each month, while the graduate payments start low and increase every two years.

Pay As You Earn Repayment Plan:

Maximum monthly payments are 10% of discretionary

income, the difference between the adjusted gross income and 150% of the poverty guideline for the family size and state of residence. Payments change as income changes. Student (or parent) must have a partial financial hardship. The length of the repayment period will be up to 20 years.

Income Contingent Repayment Plan:

(Not available for parent PLUS Loans)

This plan gives the flexibility to meet the Direct Loan obligation without causing undue financial hardship. Each year the monthly payments are calculated on the basis of the student's adjusted gross income (AGI, plus spouse's income, if married), family size, and the total number of Direct Loans. The maximum repayment period is 25 years.

Income-Based Repayment Plan:

The required monthly payment will be based on the student's (or parent's) income during any period when he or she has a partial financial hardship. The monthly payment is adjusted annually. The maximum repayment period may not exceed 10 years.

Payment Support

If the student (or parent) has trouble making the loan payment, he or she should contact the loan servicer as soon as possible. There may be options such as changing repayment plan, deferment, or forbearance. Receiving a deferment or forbearance is not automatic. The student must apply for it. If the student is not sure who his or her servicer is, he or she can go to NSLDS at www.nsls.ed.gov and use his or her FSA ID to access all loan information.

Deferment:

A deferment is a period during which repayment of the principal and interest is temporarily delayed. Depending on the type of loan, the federal government may pay the interest on the subsidized loan during the period of deferment.

A student may qualify for a deferment while he or she is:

- Enrolled at least half time in an eligible program at an eligible institution
- Unemployed or meet the rules for economic hardship (limited to 3 years)
- Based on qualifying active duty service in the U.S. Armed Forces or National Guard.

Forbearance:

If the student cannot make his or her scheduled loan payment and does not qualify for a deferment, he or she may be able to receive a forbearance. Forbearance allows the student to temporarily stop making payments, temporarily make smaller payments, or extend the time for making payments. Interest will continue to accrue on the subsidized and unsubsidized loans (including all PLUS loans).

Some common reasons for receiving forbearance are:

- Illness
- Financial hardship
- Serving in a medical or dental internship
- Residency

If the student has defaulted on a student loan, he or she is not eligible for a deferment or forbearance.

Consolidation

Consolidation is the process of combining multiple federal student loans into one loan so there is only one monthly payment. Loan consolidation can greatly simplify loan repayment by centralizing loans into one bill and can lower monthly payments by offering up to 30 years repayment. However, by consolidating, the length of the repayment period is increased. Students should understand the advantages and disadvantages of consolidation before submitting an application for consolidation. For more information, please visit www.studentaid.ed.gov.

Consequences for Not Making Loan Payments

If the student (or parent) does not make a loan payment or stops making payments and does not get a deferment or forbearance, the loan could go into default. To default means the student (or parent) fails to make the loan payment as scheduled according to the terms and conditions of the promissory note. Consequences for not making the loan payment could result in one or more of the following:

- The entire unpaid balance with interest due and payable;
- Loss of eligibility of deferment, forbearance or repayment plan;
- Loss of eligibility of future federal financial aid;
- The account being assigned to an outside credit agency;
- Loan being reported to the three major credit bureaus, damaging credit ratings;
- Federal and state income tax being withheld;
- Student loan debt increasing due to late fees, additional interest, court costs, collection fees, attorney's fee and any other costs associated with the collection process;
- Wage garnishment.

For more information regarding Direct Loan Repayment please visit www.direct.ed.gov.

Questions Regarding Financial Aid

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

University Refund Policies

The following policies govern refunds to students in case of course drop, withdrawal, or dismissal from the University. Students who do not have federal financial aid will have their charges and financial credits assessed in accordance with the refund policy. Any nonfederal aid will be prorated and refunded using the same percentages in the refund policy. No refund will be made if the student's withdrawal date occurs after 60% of the enrollment period has passed. For exceptions to this policy, please see specific state refund policies detailed subsequently.

Institutional Tuition Refund Policy

Students who drop or are administratively withdrawn from a course (or the institution) may be eligible for a tuition refund. Tuition refunds are based upon course length. Return of Title IV is based on the length of the payment period.

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

Ashford University Tuition Refund Schedule

The Ashford University Tuition Refund Schedule applies to students who drop or are administratively dropped from a course or the institution and who are not otherwise covered under a state-specific tuition refund policy.

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	50%	0%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	50%	0%	0%	0%	N/A
*Refund percentage applied based on week of last date of attendance (LDA).							

Ashford University First Course Refund Schedule (Ashford Promise)

The Ashford University First Course Refund Schedule (Ashford Promise) applies to degree-seeking students who drop or are administratively dropped during their first course. The Ashford University First Course Refund Schedule (Ashford Promise) is applicable to the first course taken as a degree-seeking student at the undergraduate and graduate level.

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	100%	100%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	100%	100%	0%	0%	N/A
*Refund percentage applied based on week of last date of attendance (LDA).							

Undergraduate Students Using Military Tuition Assistance Refund Policy

The Undergraduate Students Using Military Tuition Assistance policy applies to undergraduate students using military Tuition Assistance for a course. Military Tuition Assistance users will have tuition refunded according to this policy unless the student resides in a state where that state's tuition policy is more favorable to the student. Military Tuition Assistance funds will be refunded to the branch of military from which it originated and never to the student.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%
Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%
Day 19	46%
Day 20	43%
Day 21	40%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	
**When the drop meets the requirements detailed under Military Deployment Provisions, students may withdraw from any current course and receive a 100% tuition credit.	

California State Refund Policy

The California State Refund Policy applies to residents of California.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%

Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%
Day 19	46%
Day 20	43%
Day 21	40%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	

If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 1-7	100%
Day 8	81%
Day 9	79%
Day 10	76%
Day 11	74%
Day 12	71%
Day 13	69%
Day 14	67%
Day 15	64%
Day 16	62%
Day 17	60%
Day 18	57%
Day 19	55%
Day 20	52%
Day 21	50%
Day 22	48%
Day 23	45%
Day 24	43%
Day 25	40%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

The institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the program in which the student was enrolled.

Iowa State Refund Policy

The Iowa State Refund Policy applies to residents of Iowa.

If a student enrolled in a course drops, or is administratively dropped, from the course and his or her last date of attendance (LDA) in the course is on or before the drop deadline listed in the following table, a 100% refund of the total cost of the course will be provided.

Course/Term Length (weeks)	Drop Deadline
5	Week 1
6	Week 1

If a student enrolled in a course drops, or is administratively dropped, from the course and his or her last date of attendance (LDA) in the course is beyond the drop deadline, the tuition refund is calculated according to the subsequent formula.

$$\text{Tuition} \times \frac{\text{Remaining \# of calendar days in the course/term}}{\text{Total \# of calendar days in the course/term}} \times 90\%$$

Kentucky State Refund Policy

The Kentucky State Refund Policy applies to residents of Kentucky.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-8	100%
Day 9-17	50%
Day 18+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-10	100%
Day 11-21	50%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	

Maryland State Refund Policy

The Maryland State Refund Policy applies to residents of Maryland.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
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Day 0-7	100%
Day 8-10	60%
Day 11-14	50%
Day 15-20	20%
Day 21+	0%

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

If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	80%
Day 9-12	60%
Day 13-14	50%
Day 15-16	40%
Day 17-25	20%
Day 26+	0%

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

Missouri State Refund Policy

The Missouri State Refund Policy applies to residents of Missouri.

Some fees charged might be non-refundable depending on the student's last date of attendance. For a full list of tuition and fees, please visit www.ashford.edu/admissions/online_tuition_fees.htm. Refunds will be issued to the original payor.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-14	50%
Day 15-21	15%
Day 22+	0%

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

If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
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Day 0-7	100%
Day 8-14	50%
Day 15-21	25%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	

New Mexico State Refund Policy

The New Mexico State Refund Policy applies to residents of New Mexico.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-10	60%
Day 11-14	50%
Day 15-17	30%
Day 18-21	15%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	75%
Day 9-12	60%
Day 13-14	50%
Day 15-16	45%
Day 17-21	30%
Day 22-25	15%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

Tuition/fee refunds will be made within thirty (30) calendar days of the University receiving notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier. Upon request by a student or the New Mexico Higher Education Department, the institution shall provide an accounting for such amounts retained under this standard within five (5) work days.

Oregon State Refund Policy

The Oregon State Refund Policy applies to residents of Oregon.

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

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	67%	50%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	60%	40%	0%	0%	N/A
*Refund percentage applied based on week of last date of attendance (LDA).							

Wisconsin State Refund Policy

The Wisconsin State Refund Policy applies to residents of Wisconsin.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-10	70%
Day 11-13	60%
Day 14-17	50%
Day 18-20	40%
Day 21+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	80%
Day 9-12	70%
Day 13-16	60%
Day 17-20	50%

Day 21-25	40%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

The University will make every effort to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned to the supplier by the University. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, and the withdrawal is due to mitigating circumstances beyond the student's control (detailed in the *Tuition Credit Request Policy and Procedure* in the *Student Rights and Responsibilities* section of this *Catalog*), the school will refund a pro rata amount.

A written notice of withdrawal is not required. The University will honor any valid notice of withdrawal within the three (3) business day cancellation period, and within thirty (30) calendar days after dismissal of the student or receipt of notice of withdrawal, shall refund to the student any amounts due and arrange for a termination of the student's obligation to pay any sum in excess of that permitted under the refund policy. For students receiving funds under Title IV, the school will comply with federal guidelines concerning constructive notice of withdrawal. All or a portion of the refund will be used to pay sponsors furnishing grants, loans, scholarships or other financial aid in conformity with federal and state law. After any disbursement to financial aid sponsors have been made, the student shall receive the balance, if any, for the amount due under the refund policy.

For information regarding the return of federal funds policies, please see the *Return of Title IV Funds* policy in this section of the *Catalog*. For information regarding the withdrawal policies, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Ashford Promise

Ashford affords new students a conditional admission period (CAP), during which students are presented the opportunity to opt out of their enrollment, or may not meet basic academic requirements, to continue. Therefore, during the first three weeks of the student's first credit-bearing course, Ashford does not certify VA benefits or disburse Federal Financial Aid. If students do not progress and participate in academic activity during the fourth week of their first course, there are no charges or debt incurred due to a student's time in the Ashford Promise period.

Special Circumstances

Students called to active duty in the Armed Forces of the United States or leaving the University because of illness or other causes beyond their control may receive special consideration. Each case will be considered individually based upon the special circumstances involved.

Special circumstances may include, but are not limited to, the following:

- Loss of Income;
- Divorce;
- Death of a wage earner;
- Experience a natural or catastrophic disaster;
- Major medical/dental expenses not covered by insurance; or,
- Dependent Care.

Students should contact their Student Advisor for additional information.

Dismissal/Expulsion

Students dismissed or expelled from the University are not authorized refunds of any kind other than those provided by the *Institutional Tuition Refund Policy* in this section of the *Catalog*.

SECTION FIVE: GENERAL ACADEMIC INFORMATION AND POLICIES

University Program Offerings

Associate's, Bachelor's and Master's online programs are administered by the Forbes School of Business at Ashford University and three colleges: the College of Education, the College of Health, Human Services and Science and the College of Liberal Arts. For more information about on-time completion rates, the medial loan debt of students who complete each program listed below, and other important information, please visit www.ashford.edu/pd.

General Education Curriculum

Philosophy and Purpose

The higher education offered by the University and other colleges and universities differs from other forms of postsecondary education in the belief that education involves preparation for living life as a whole rather than simply training a student for a specific job. Typically, colleges and universities have sought to provide such preparation by requiring that students devote a substantial portion—often about one-third—of their coursework to General Education programs that provide sufficient breadth of education and mastery of essential learning skills to enable them to understand and to adapt to a changing world as well as to contribute to its betterment. While virtually all institutions of higher education have some sort of General Education requirements, there is much variety, and the pattern that a college's General Education program takes says a great deal about its values, its view of the world, and its personality.

The University's General Education requirements are grounded firmly in the University's mission statement, which places the University squarely within the liberal arts tradition of higher education. It speaks of intellectual growth and of a shared search for truth within a community that values diversity in ways of learning and forms of knowledge as well as in terms of the people the University seeks to serve.

In crafting a General Education program that reflects the mission statement, the faculty believed that students graduating from the University should first of all possess certain competencies that define a college-educated person. In curricular terms, this takes the form of a

competency block in which students must demonstrate proficiency in applied ethics, information technology, critical thinking, mathematics, and written and oral communication.

These learning skills are valuable in and of themselves and, doubly so, when used as means to realize the intellectual growth and shared search for truth of the mission statement. They are also skills much in demand by employers.

A liberal arts education is rooted in the idea of preparing a person for life as a citizen in a free society and, so, demands breadth. In structuring this part of the General Education program, the faculty formulated eight general goals in the areas of cultural and aesthetic awareness, literature, science, history, diversity awareness, social and personal awareness, political science, and humanities. These goals were then defined in greater detail as learning outcomes within each subject area. Courses appropriate to the desired outcomes were identified and incorporated into the General Education curriculum. Certain subject areas relate directly to elements of the mission statement. More generally, the distribution of coursework across eight subject areas requires students to take courses in many disciplines. By experiencing a diversity of subject matter and ways of knowing, students will emerge with a broadly based education that equips them, in conjunction with studies in their major and elective coursework, not only to pursue successful careers but also to lead meaningful lives.

General Education Requirements

The General Education program incorporates a framework that balances specified competencies and general subject areas.

In addition to satisfying the competencies, a total of 25 credits of General Education courses in eight subject areas are required for the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees.

General Education requirements for all Ashford University Associate- and Bachelor-level programs are outlined in this section; however, specific General Education courses may be required for some programs and majors. **Every Ashford University General Education course is not available in every degree program.** Please refer to the program requirements section of this *Catalog* for information on specific degree program requirements.

General Education Total	52 credits
<i>Competencies</i>	<i>24 credits</i>
Applied Ethics	3 credits
Communication	9 credits
Critical Thinking	3 credits
Information Technology	3 credits
Mathematical	3 credits
Mathematical Competency Prerequisite	3 credits
<i>General Subject Areas</i>	<i>25 credits</i>
Cultural and Aesthetic Awareness	3 credits
Diversity Awareness	3 credits
History	3 credits
Humanities	3 credits
Literature	3 credits
Political Science	3 credits
Science	4 credits
Social and Personal Awareness	3 credits
<i>General Education Capstone</i>	<i>3 credits</i>

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

Learning Outcomes

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

1. Define the nature and scope of morality and ethics.
2. Examine the historical perspective on the development of morality and ethics.
3. Compare and contrast different theories of ethics.
4. Apply critical thinking skills in analyzing ethical systems and issues.
5. Evaluate contemporary issues using a variety of ethical perspectives.
6. Examine through personal reflection one's own response to ethical issues.

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

- ABS 415 Leadership & Ethics in a Changing World (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits)
- GRO 440 Ethics & Legal Aspects of Aging (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HIM 252 Legal Aspects of Health Information (3 credits)
- HMC 334 Ethics in Health Marketing & Communication (3 credits)
- HSM 311 Ethics & Homeland Security (3 credits)
- LEA 316 Ethics in Law Enforcement (3 credits)
- MIL 275 Military Ethics (3 credits)
- NUR 322 Health Care Ethics and Medical Law (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- SOC 305 Crime & Society (3 credits)

Competencies (24 credits)

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

- Prerequisite courses, if needed, must be completed before taking the competency course. However, required courses listed can be waived by means of high school advanced placement (AP) coursework and/or placement/competency testing. Students should consult their Student Advisors for additional information regarding a waiver of competency requirements;
- A minimum grade of "C-" will be required to satisfy competencies and competency prerequisites; and
- Competency courses may not simultaneously be used to satisfy subject area requirements.

Demonstration of the competencies subsequently listed is required for the AA, BA, and BS degrees. Courses offered by Ashford University to satisfy these competency requirements are listed in each area.

Applied Ethics Competency (3 credits)

The Applied Ethics competency involves two major components: (1) understanding principles of normative and

- SOC 331 Social Justice & Ethics (3 credits)

Typically, courses that deal with ethics or morality, usually with a PHI or REL prefix, may be applied in transfer to satisfy this competency.

Communication Competency (9 credits)

The communication competency will enhance students' written and oral/interpersonal communication skills. Students will examine and show competency through the use of different types of communication appropriate in professional and academic settings. Students will assess what communication is appropriate for certain audiences and ethical issues that arise from communicating with others. Students will be able to effectively communicate through oral/interpersonal and written communication methods.

Communication I and II (6 credits)

Communication I and II Learning Outcomes

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

1. Demonstrate communication methods that are appropriate for different occasions, audiences, and purposes.
2. Apply the conventions of standard written English with proficiency.
3. Assemble scholarly information from electronic and non-electronic sources, including the library, for use in academic research projects.
4. Analyze information gathered from various sources.
5. Demonstrate ethical use of information in academic writing and research assignments.
6. Compose written assignments using the specified style of documentation.

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

- ENG 121 English Composition I (3 credits)
- ENG 122 English Composition II (3 credits)

Students have the option of using a passing score on a CLEP examination to fulfill the Communication I and II requirement.

Communication III (3 credits)

Students must complete 3 credits from the Communication III requirement in either the Oral Communication area or the Interpersonal Communication area.

Oral Communication Learning Outcomes

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

1. Apply oral communication skills to achieve a variety of purposes (to inform, to persuade, to present formal speeches).
2. Demonstrate competency in the use of technology and visual aids in presentations.
3. Demonstrate competency in verbal and non-verbal aspects of delivery.
4. Exhibit ethical use of credible information in oral presentations.
5. Employ a variety of strategies to organize and present information in order to adapt the message to a specific audience and occasion, and to achieve a desired purpose.
6. Apply active listening skills.

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

- COM 323 Persuasion & Argumentation (3 credits)
- COM 425 Communication in Organizations (3 credits)
- HHS 207 Communication Skills for Health and Human Service Personnel (3 credits)
- JRN 101 Digital and Media Literacy (3 credits)
- SPE 103 Oral Communication (3 credits)

Interpersonal Communication Learning Outcomes

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

1. Apply the principles of effective interpersonal communications.
2. Demonstrate competency in the use of technology and visual aids in presentations.
3. Examine the influence of gender, culture, perception, behavior, and values on interpersonal communications.
4. Compare and contrast supportive and defensive communication methods.
5. Employ a variety of strategies to organize and present information in order to adapt the message to a specific audience and occasion, and to achieve a desired purpose.

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

- BUS 340 Business Communications (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- COM 200 Interpersonal Communication (3 credits)

- COM 323 Persuasion & Argumentation (3 credits)
- COM 325 Communication & Conflict (3 credits)
- COM 345 Media Writing for Communications (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- COM 425 Communication in Organizations (3 credits)
- HHS 207 Communication Skills for Health & Human Service Personnel (3 credits)
- JRN 101 Digital and Media Literacy (3 credits)

Students have the option of using a passing score on a DSST examination to fulfill the Communication III requirement.

Critical Thinking Competency (3 credits)

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

Learning Outcomes

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

1. Define the concepts of critical thinking, logic, and argument.
2. Assess the function of clarity in arguments.
3. Compare and contrast the purposes of language in persuasive statements.
4. Evaluate different types of inductive and deductive arguments.
5. Distinguish fallacies from good arguments.
6. Apply critical reasoning concepts in order to evaluate issues of contemporary importance.

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

- COM 323 Persuasion & Argumentation (3 credits)
- PHI 103 Informal Logic (3 credits)

Typically, logic courses or courses stressing critical thinking may be applied in transfer to satisfy the critical thinking competency. Most applicable courses will have a PHI or LOG prefix.

Information Technology Competency (3 credits)

Information technology competency is defined as the level of computer, electronics, and telecommunications literacy necessary to understand the purpose of information technology. Students will discover how information technology assists individuals and organizations to work more efficiently, and how information technology influences society. In addition to learning the technical fundamentals of computer use, students will build a skill and knowledge base in researching information, making appropriate ethical choices about the use of informational technologies, and using technology to advance societal goals.

Learning Outcomes

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

1. Describe the basics of information technology, from hardware and software to future devices, social web, and trends in the digital age.
2. Analyze ethical issues involving information technology
3. Demonstrate the use of information technology as a problem solving and productivity tool.
4. Utilize library and computer resources to locate reliable and relevant information for ethical use in research projects.

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

- GEN 103 Information Literacy (3 credits)
- INF 103 Computer Literacy (3 credits)
- INF 220 IS Principles (3 credits)
- INF 231 Programming Concepts (3 credits)

Typically, introductory computer courses or courses stressing the application of computers to a specific industry may be applied in transfer to satisfy the information technology competency requirement, if completed within the last 10 years. Most applicable courses will have a BPC, CIS, INF, or COMP prefix.

Mathematical Competency Prerequisite (3 credits)

Students are required to successfully complete the mathematical competency prerequisite course with a grade of "C-" or better before attempting a Mathematical Competency course, unless it is waived through an equivalent course in transfer or a passing score on the Math Skills Test.

Students are allowed two attempts at the Math Skills Test and are allotted a total of one week (7 days) to submit both attempts, beginning from the time the test is first made available to the student in the Student Portal.

Ashford University offers the following course to satisfy this requirement:

- MAT 221 Introduction to Algebra (3 credits)

Mathematical Competency (3 credits)

Mathematical competency enables students to efficiently process data and to learn new material in fields inside and outside of mathematics. Students will develop a knowledge base that allows logical reasoning and valid problem-solving techniques that can be applied in the student's personal and professional careers.

Learning Outcomes

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

1. Demonstrate knowledge of algebraic concepts.
2. Demonstrate reasoning skills to analyze situations and draw valid conclusions.
3. Analyze mathematical data.
4. Identify mathematical connections to other disciplines.

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

- MAT 222 Intermediate Algebra (3 credits)
- MAT 232 Statistical Literacy (3 credits)

A comparable course with a grade of "C-" or better may be applied in transfer to satisfy the mathematical competency.

General Education Subject Areas (25 credits)

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

Cultural and Aesthetic Awareness (3 credits)

The students will gain an understanding of, and appreciation for, the value of the arts as an expression of culture through individual expression and through an examination of the impact of the arts on society.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Identify the role of the arts as both a reflection of, and an influence on, culture.
2. Apply knowledge of the terminology and skills necessary to understand the artistic experience.
3. Interpret aesthetic qualities in works of art.
4. Examine the impact of the creative process on people's cultural and ethical values and principles.
5. Describe the communal and communicative value of the arts through participation in cultural events, programs, classes, and other experiences.

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

- ART 101 Art Appreciation (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- ENG 303 Survey of Shakespeare (3 credits)
- ENG 225 Introduction to Film (3 credits)
- LIB 202 Women, Culture & Society (3 credits)

Typically, a course in one of the following subject areas may be applied in transfer to satisfy the cultural and aesthetic awareness requirement: art, film, photography, dance (non-PE activity), and music.

Diversity Awareness (3 credits)

Students will examine diverse cultures, while focusing on selected historical and contemporary examples. Students will study identities, influences, and practices that shape and contribute to the diversity of culture. The diversity requirement supports student awareness of contemporary issues in the global community.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Identify sources and forms of cultural diversity.
2. Examine major forms of interaction among different cultures.
3. Analyze the implications of globalization on culture and diversity.

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

- ANT 101 Introduction to Cultural Anthropology (3 credits)
- ANT 348 Native American Anthropology (3 credits)

- BUS 357 International Business (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HHS 320 Cultural Awareness in the Human Services (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 310 American Women's History (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 379 The Atlantic World (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 332 Science & Culture (3 credits)
- LIB 380 History & Culture of Mexico (3 credits)
- LNG 360 Language & Society (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 307 Gender & Sexuality (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SOC 326 Diversity & Aging (3 credits)
- SPA 103 Beginning Spanish I (3 credits)
- SPA 104 Beginning Spanish II (3 credits)
- SSC 101 Introduction to Social Science (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

Typically, a course with a cross-cultural, global context, or a context other than the United States, may be applied in transfer to satisfy the diversity awareness requirement.

History (3 credits)

Students will explore changes and continuities throughout history to better understand elements of the human experience. The history general education requirement will introduce students to the interrelations of political, social,

economic, cultural, and religious perspectives from the recent and more distant past.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Investigate the past as a context for explaining significant aspects of the present.
2. Examine the development of selected societies, institutions, and processes over time.
3. Distinguish between primary and secondary sources and explain the use of each in understanding the past.

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

- EDU 324 History of American Education (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 205 United States History I (3 credits)
- HIS 206 United States History II (3 credits)
- HIS 310 American Women's History (3 credits)
- HIS 340 Recent American History (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 378 Historiography & Historical Methodologies (3 credits)
- HIS 379 The Atlantic World (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- LIB 380 History & Culture of Mexico (3 credits)
- MIL 310 American Military History I (3 credits)
- MIL 311 American Military History II (3 credits)
- POL 303 The American Constitution (3 credits)
- TVL 311 Literary & Historical Developments in 19th Century England (3 credits)
- TVL 312 Mark Twain: Writer & Observer of American Culture (3 credits)
- TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture (3 credits)

- TVL 314 Literary & Historical Developments in 19th Century America (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

Typically, a course in World or Western Civilization, or an American history course, may be applied in transfer to satisfy the History requirement.

Humanities (3 credits)

In studying the humanities, students will learn the various ways we as humans attempt to answer questions about the meaning of our world and existence. Through the examination of religious beliefs, philosophies and the human condition students will examine issues of morality, values, ethics, and tolerance. Students will develop analytical and critical thinking skills in addressing dilemmas and acknowledging ambiguity.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Explore the concepts of values in a variety of contexts.
2. Examine the sources of values and beliefs that guide individuals and groups.
3. Analyze the principles of philosophical inquiry.
4. Apply critical thinking and logic to philosophical issues.
5. Analyze the effects of contemporary issues on the expression of values and beliefs.

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

- LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)

Literature (3 credits)

The student will develop life-long habits of reading literature for pleasure, information and personal growth. This subject area will provide students a disciplined study of literature and a skill set that includes critical thinking, reading and writing skills that will be applicable in personal, academic and professional settings.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Analyze the influence of the reader's perspective on the interpretation of literature.

2. Apply critical reading and analytical skills to make logical and interpretive inferences.
3. Evaluate the influence of the author's perspective on the development of individual works of literature.
4. Describe the interrelationship of imagination and experience in creative writing.
5. Analyze the historical and cultural context of literature.
6. Compose critical essays on literary topics using the specified style of documentation.

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

- ENG 125 Introduction to Literature (3 credits)
- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature after 1865 (3 credits)
- ENG 303 Survey of Shakespeare (3 credits)
- ENG 341 Studies in Literary Genres (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 438 Literary Theory (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- MIL 322 The Literature of War (3 credits)
- TVL 311 Literary & Historical Developments in 19th Century England (3 credits)
- TVL 312 Mark Twain: Writer & Observer of American Culture (3 credits)
- TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture (3 credits)
- TVL 314 Literary & Historical Developments in 19th Century America (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

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

Political Science (3 credits)

Political Science is instrumental for imparting knowledge of political processes, values, and public policy. It is designed to provide students with the analytical and critical thinking skills necessary for informed citizenship.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Examine the ways in which power and authority are embedded in the structures and workings of the government and politics.
2. Analyze political issues from diverse perspectives.
3. Examine political behavior in various contexts.
4. Analyze the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels.
5. Evaluate public policy as it relates to the ethics of political behavior.

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

- CRJ 303 Corrections (3 credits)
- EDU 365 Politics of American Education (3 credits)
- GRO 330 Social Policy & Aging (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- LNG 360 Language & Society (3 credits)
- POL 111 Introduction to Political Science (3 credits)
- POL 201 American National Government (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)
- POL 325 Congress & the Presidency (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 411 Political Behavior (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

Science (4 credits)

Students will utilize scientific inquiry as a method for studying the natural world as they explore the fundamentals of science. Through critical thinking and problem solving, students will apply scientific concepts and methods.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Utilize the scientific method to analyze the effect of natural phenomena on living things and the physical world.
2. Examine relationships between human activity and environmental sustainability.
3. Apply problem solving skills in scientific laboratory experimentation.

One science course, 4 credits (with lab), is required.

Students with transfer credits in science may substitute 6 semester credits of science without lab. Ashford University offers the following courses to satisfy this requirement:

- ANT 202 Human Origins & Prehistory (4 credits)
- HIM 205 Anatomy & Physiology for HIM I (4 credits)
- HPR 205 The Human Body, Health & Disease (4 credits)
- SCI 207 Dependence of Man on the Environment (4 credits)

Typically, introductory courses with lab, in the following areas may be applied in transfer to meet the science requirement: natural sciences including chemistry, biology, astronomy, and physics.

Social and Personal Awareness (3 credits)

The students will use fundamental concepts of social science methodology to identify and explain the relationship between the self and the world.

Learning Outcomes

Students meeting this subject area will be able to do the following:

1. Explain relationships between the individual and society.
2. Evaluate the social implication of institutional change.
3. Identify the fundamental concepts of social science methodology.

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

- ABS 200 Introduction to Applied Behavioral Science (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)

- ANT 348 Native American Anthropology (3 credits)
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- EDU 372 Educational Psychology (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
- LEA 316 Ethics in Law Enforcement (3 credits)
- LIB 125 Contemporary Issues in Organizational Leadership (3 credits)
- LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- LNG 330 Language and Power: An Introduction to Discourse Analysis (3 credits)
- MIL 275 Military Ethics (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- PSY 202 Adult Development & Life Assessment (3 credits)
- PSY 203 Psychology of Human Sexuality (3 credits)
- PSY 301 Social Psychology (3 credits)
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 323 Perception, Learning & Cognition (3 credits)
- PSY 331 Psychology of Learning (3 credits)
- PSY 344 Issues & Trends in Adult Development (3 credits)
- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 307 Gender & Sexuality (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SOC 322 Sociological Aspects of Adulthood (3 credits)
- SOC 326 Diversity & Aging (3 credits)
- SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- SSC 101 Introduction to Social Science (3 credits)
- SSC 340 Human Health & Global Environmental Change (3 credits)
- SSC 350 eSociety: Science, Technology & Society (3 credits)

General Education Capstone (3 credits)

This course provides students with a cumulative and integrative learning experience grounded in their general education experience. Through the study of selected interdisciplinary topics and course-embedded assessments students will demonstrate mastery of essential competencies and application of different ways of knowing. Students will apply the general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. Prior to beginning their capstone course for their major, students must successfully complete the General Education capstone, unless they previously completed a Bachelor's degree. Refer to *Completion of Additional Bachelor's Degrees* in this section of the Catalog. A minimum grade of "C-" is required to meet course requirements. Pre-requisite: 75 credits or permission of the student's college or school dean.

Learning Outcomes

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

1. Demonstrate the application of ethics and moral reasoning with regard to academic knowledge and societal concerns.
2. Apply the principles of critical thinking to contemporary issues.
3. Exhibit clear communication skills through investigative research and writing.
4. Utilize information technology skills appropriate to interdisciplinary studies.
5. Articulate the responsibility of global citizenship and multicultural understanding with regard to academic and professional pursuits.

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

- GEN 499 General Education Capstone (3 credits)

General Academic Policies

Course Delivery Method

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

Online Course Delivery

Generally, undergraduate students complete three credits in accelerated online delivery in five weeks. An accelerated online graduate course typically lasts six weeks. Specific log-in requirements are built into the design of each course and monitored over the Internet through the online learning instructional platform. The course structure allows students to take the initiative to learn content on their own time and provides carefully developed learning activities that allow students to optimize their knowledge processing/application efforts. Course objectives are clearly stated and measured through multiple measures. Instructors are expected to provide feedback and grades on assignments within 6 days of the assignment due date.

Schedule Changes, Program Changes, and Course Cancellation

Ashford University reserves the right to make adjustments to student schedules including, but not limited to course dates, and sequence as deemed necessary by University administration. Registration in a particular course section or with a specific instructor is not guaranteed.

Ashford University may cancel or postpone courses or programs as deemed necessary by the University. In such situations the University will notify impacted students and return applicable tuition and fees to the appropriate entity. In addition, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program, if available. Any payments made for canceled courses will be refunded or will be applied to another University course or program.

The University will make a reasonable attempt to notify affected students through various communication methods.

Prerequisite Courses

Students are required to fulfill any prerequisites for registered courses, even if those prerequisites are not a requirement within their selected majors. Any prerequisite

courses that are not included in the student's major may be applied to his or her elective requirements.

Plans to Improve an Academic Program

Ashford University continuously looks for ways to improve our academic programs. In the event we plan to make a significant improvement to a program, as deemed so by the University, we will post that information on our Student Consumer Information page, located at www.ashford.edu/about/consumer-information.htm. Once an effective date for a significant improvement to an academic program is determined, information about the change will be posted on the website. Please note that significant improvements to academic programs generally only impact new students enrolling after the effective date. In the event that a significant improvement impacts current students in the program, students will be notified directly.

Classification of Students

Degree-Seeking Students

A degree-seeking student is one who has been accepted into a degree program by the University as a degree candidate and is currently enrolled. A student who remains continuously enrolled is classified as a less than half-time, half-time, three-quarter time, or full-time student according to enrollment requirements for the degree program. Undergraduate students are further classified as a freshman, sophomore, junior or senior, according to the number of undergraduate credits earned.

Non-Degree Seeking Students

Students who wish to take a limited number of courses and do not wish to be enrolled in a degree program at Ashford University may enroll as non-degree seeking students (non-degree students or non-matriculated students) by completing an application for admission. Non-degree seeking students pay the standard tuition rate and are ineligible for financial aid or in-school Title IV loan deferment. Credit is granted when courses are successfully completed and all earned grades are recorded.

Applicants seeking to enroll in one or more courses as a non-degree seeking student are generally expected to meet the full admissions requirements for the degree program through which the course(s) are offered* and any prerequisite coursework required for an individual course. Non-degree seeking students are not eligible to take EXP 105 or Capstone coursework. Admission requirements for enrolling in coursework as a non-degree seeking student are outlined specifically in each degree-level section of this *Catalog*.

Registering as a non-degree seeking student in no way guarantees or implies admission to an Ashford University

degree program. Non-degree seeking students planning to formally apply for admission to a degree program should have their intended course selections reviewed by their Student Advisors to determine relevance and potential applicability to the intended program. Students who wish to apply non-degree seeking coursework to an undergraduate or graduate-level degree program at Ashford University may apply up to 15 credits, unless otherwise approved by the Executive Dean of the School or College.

Individuals who previously have been denied regular admission, or those who have been dismissed or disqualified from Ashford University must petition the Registrar's Office and receive permission to register as a non-degree seeking student. Graduates of Ashford University are generally permitted to register for continued coursework as non-degree seeking students.

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

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

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

Undergraduate Area of Study Course Overlap Policy

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

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

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

Major/Minor Overlap Exceptions

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

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

Completion of Additional Bachelor's Degrees

A student who has previously earned a Bachelor's degree at Ashford University or from a regionally or approved nationally accredited institution, and wishes to earn an additional Bachelor's degree must complete an additional 30 upper-division credits at the University and fulfill all graduation requirements applicable to the additional degree. Students should have a minimum of 24 unique credits in their major coursework in order to receive an additional Bachelor's degree. Students who completed a Bachelor's degree from countries other than the United States must have their degree evaluated by an approved evaluation service, and accepted by Ashford University, as equivalent to a Bachelor's degree in the United States. Unless the additional degree requires coursework that also fulfills General Education requirements, an appropriately accredited Bachelor's degree will meet all General Education requirements.

Completion of Additional Master's Degrees

A student who has previously earned a Master's degree at Ashford University, or from a regionally or approved nationally accredited institution, and wishes to earn an additional Master's degree must fulfill all degree and graduation requirements applicable to the additional degree. Students who completed a Master's degree from countries other than the United States must have their degree evaluated by an approved evaluation service, and accepted by Ashford University, as equivalent to a Master's degree in the United States. Any credits applied to a previously awarded degree cannot be applied to a subsequent degree. If a student has completed coursework that fulfills content requirements for the second Master's degree, the student must complete additional courses to fulfill total credit requirements for the additional degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. For Ashford University graduates, a Forbes School of

Business additional Master's degree cannot duplicate specializations with the prior Master's degree. The additional Master's degree must be taken with a new advanced sequence or a new specialization. Graduates from the Master of Arts in Education program with a non-Instructional Practice specialization cannot enroll in the Master of Arts in Education, Instructional Practice specialization.

Graduate Restrictions for Degree Pairings

The following graduate degree program and specialization pairings are restricted. Students who wish to complete an additional Master's degree that is restricted must choose a new specialization or degree program. Due to the nature of the graduate degree programs, students are not permitted to concurrently enroll in more than one Master's degree program.

Restricted Program Pairings	
MBA, Public Administration Specialization	Master of Public Administration
MA in Organizational Management, Public Administration Specialization	Master of Public Administration
MA in Education, any specialization	MA in Education, Instructional Practice Specialization

Degree Regression

Degree regression may occur if a student enrolls in a lower level degree than one previously earned. Students may experience regression when course content completed at a higher level is repeated for fulfillment of lower level degree requirements. Since students applying for lower level degrees risk regression, degree-seeking students must petition to the Provost to enroll in a lower level degree, prior to being admitted to the program, in order to ensure credit requirements for the additional degree will not be considered regression.

Sequence of Courses

In most cases, students are not permitted to take a course for credit after they have completed a more advanced course in the same subject with a grade of "C-" or higher. Course sequencing requirements may be outlined for each degree program, major, minor, and/or specialization.

Capstone Courses

Most Bachelor's and graduate degree programs require students to successfully complete a capstone course. Capstone courses are designed as a comprehensive method for students to demonstrate achievement and

understanding of their program learning outcomes. Students will be scheduled for their capstone course as the final course requirement to complete their degree with the exception of those pursuing an undergraduate specialization. Students may not take capstone courses for elective credit, or as a non-degree seeking student.

Academic Credit

Academic credit at Ashford University is granted using the semester credit hour system.

Grade Point Average

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

Grading System and Grade Points

Credits are awarded in semester credit hours.

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

Grades/Quality Points:

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

Other Grading Designations

T	=	Transfer Credit
I	=	Incomplete Course (replaced when final grade is awarded)
P	=	Designates Pass/Fail credit earned for courses specifically designated as Pass/Fail. Credits earned count toward the degree requirements, although grade points will not be earned.
E	=	Enrolled in Course
W	=	Withdrew from Course
WF	=	Withdrawn Fail, issued when a student drops or is administratively dropped from a course after the deadline for dropping a course with a grade of W has passed, based on the last date of attendance. Credits are marked as attempted and grade points are equivalent to an "F" grade.
CE	=	Competency by Exam
**	=	Repeated Course*
NC	=	No Credit

*A student may repeat a course previously taken only if the initial grade earned was a "C" or lower. Unless otherwise designated, credit is earned for a course only once. The previous grades for all repeated courses are retained on the transcript and count as credits attempted. Only the most recent grades and points are used in calculating the grade point average (GPA). Transfer credit from other institutions is noted on the transcript in semester credit hours.

Repeated Courses

A course may be repeated at the University if the initial grade in the course was a "C" or lower. The most recent grade earned in the course is used in computing the cumulative grade point average. Limits on the number of courses or times a course may be repeated may be set at the degree and/or major level. Introductory undergraduate course, EXP 105, may only be retaken within 9 attempted credits of the original attempt. Additionally, a student may not retake a course in an area in which he or she has already completed coursework that is more advanced in content level. Degree-seeking students should work with

their Student Advisor to determine if coursework will fit into their academic plan and not be considered regression from previous credit awarded. Students choosing to repeat coursework must do so prior to the completion of program requirements. Repeating coursework may affect eligibility for Title IV financial aid.

Incomplete Grades

Eligibility Criteria

Incomplete "I" grades are issued at the discretion of the instructor and are based upon compelling circumstances. To issue a grade of "I" for a course, the following conditions must be met:

- The student must have completed at least 2/3 of the assignments in the course.
- With the exception of assignments due during the final week of the course, the student's Course Weighted Average to Date must be at least 59.50 (undergraduate students) or 69.50 (graduate students).
- The student must submit an Incomplete Grade Request to his or her instructor prior to the submission of final grades.

Students who are unable to submit an Incomplete Grade Request prior to the submission of final grades should refer to the Student Rights and Responsibilities section in this Catalog for complete details on Ashford University's Grade Appeals policy to review other options.

Attendance Requirements

Regardless of a request for an incomplete grade, students must meet weekly attendance requirements through the end of the course or term. Students who are dropped from a course or term due to not meeting attendance requirements are not eligible to receive an "I" grade.

Approved Incompletes

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

The student has up to 30 days, based on instructor discretion, from the last day of the course to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next term until the "I" grade is successfully completed. The "I" grade appears on grade reports and/or official transcripts until a final grade is determined and recorded.

Appeal Procedure

Students requesting an extension for an incomplete grade and students who have been denied an incomplete grade may appeal the decision to the University Provost, or designee. The outcome of the request will be communicated in writing to the student. A maximum of an additional 30 days may be granted to a student with an approved appeal.

Course Drop

Students who officially drop from a course or courses during the add/drop period as defined by the drop deadlines will have that course removed from their academic transcripts.

Drop Deadlines:

6-week course = Week 1

5-week course = Week 1

Students who officially drop or are administratively dropped from a course after the drop deadline and prior to the end of the instructional week or day shown subsequently will receive a "W" in the course.

Deadlines to Drop with a Grade of W:

6-week course = Week 5

5-week course = Week 4

Students who officially drop or are administratively dropped from a course after the deadline to drop with a grade of "W" will receive a grade of "WF" in the course.

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

Requests for Program Change

Students who are requesting a program change must submit a new application required for the new program of study. Students must meet admission requirements and complete all degree requirements in effect for the program of study at the time of admission to the new program. Admission is not guaranteed. The University will determine the conditions under which the student may enroll and will convey those conditions to the student. Any changes to a program may result in removal of an approved transfer concentration, specialization, or minor.

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

Associate's to Bachelor's Program Change Requirements

Matriculated students seeking approval to change from an Associate's to a Bachelor's degree program must have earned a minimum of 18 credits at Ashford University and be in good academic standing. Matriculated students who have earned fewer than 18 credits at Ashford University are exempt from this requirement if all General Education and Introductory coursework has been successfully completed.

Withdrawal from the University**Official Withdrawal**

Ashford University determines that a student is officially withdrawn when a student requests to officially withdraw or takes an academic leave from the University. Students wishing to officially withdraw from Ashford University must notify their assigned Enrollment Services Advisor, University Advisor, Student Advisor, or other advisor within the Enrollment Services or Student Services Department. For official withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student

Unofficial Withdrawal

Ashford University determines that a student is unofficially withdrawn when he or she falls into one of the following categories:

- Students who do not register for and attend the current semester, term, or course sequence;
- Students who fail to follow the proper procedures for requesting an Academic Leave or who do not return from an approved Academic Leave as scheduled; or
- Students who do not meet the minimum attendance requirements for the program as outlined in the current *Catalog* or *Catalog Supplement*.

For unofficial withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student

Reinstatement Process after Withdrawal (Less Than One Year)

Students who withdraw or are withdrawn from Ashford University may request reinstatement to the same degree/program in which they were enrolled at the time of withdrawal. Students seeking reinstatement to a different degree/program must submit a new application required for the new program of study. Students must meet admission requirements and complete all degree

requirements in effect for the program of study corresponding with the catalog year in which the student changed his or her program. Students seeking reinstatement to Ashford University should contact their Student Advisor. Reinstatement is not guaranteed. If reinstatement is granted, Ashford University will determine any conditions under which the student may be reinstated and will convey those conditions to the student.

Military service members should review the *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* policy located in this section of the *Catalog*.

Readmission Process after Withdrawal (One Year or More)

Students who withdraw or are withdrawn from Ashford University and are seeking readmission to the same or a different degree/program must submit a new application. This process is to ensure that the University has current demographic information for each student. If the student has continued his or her education at another school since leaving the University, official transcript(s) from any other college attended should be submitted by the student to the Registrar's Office for review.

Students must meet admission requirements and complete all degree requirements in effect for the program of study at the time of readmission. Readmission is not guaranteed. If readmission is granted, the University will determine the conditions under which the student may re-enroll and will convey those conditions to the student.

Military service members should review the *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* policy located in this section of the *Catalog*.

Military Deployment Provisions

Any member of the United States armed forces, spouse of an Active Duty, National Guard or Reservist, a Department of Defense employee or a civilian employee of the US Coast Guard who is ordered to state or federal service or duty is entitled to the following provisions for each course the student is attending:

- Students may withdraw from any current course(s) and receive a tuition credit to be applied in the amount of tuition accrued in the current course(s). Students will be assigned a withdrawal grade that does not count negatively against Satisfactory Academic Progress.
- Students may make arrangements with instructors for course grades or administratively request a grade of incomplete by submitting any of the subsequent request forms. If such arrangements are made, tuition shall be assessed for the course(s) in full.

- Students who withdraw from the institution due to military service are allotted a one-year grace period for collection of any institutional balances owed. This grace period does not apply to repayment of federal student loans which are subject to Title IV repayment regulations.

Students who request to drop any current course(s) due to military necessity and do not need to request an Academic Leave should submit a *Military Course Drop/Incomplete Request*.

Students who request a break in attendance of 45 days or greater due to military necessity may do so by submitting a *Military Withdrawal Request*. This request form also facilitates withdrawal from any current course(s), if necessary.

Both of these request forms are available in the Student Portal.

Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008

Ashford University does not deny readmission to a service member of the uniformed services for reasons relating to that service. Students who meet the criteria subsequently outlined will be readmitted with the same academic status as the student had when he or she last attended Ashford University. An affected service member is any individual who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has the obligation to perform, service in the uniformed services. Service in the uniformed services means service, whether voluntary or involuntary, in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

Any student whose absence from Ashford University is necessitated by reason of service in the uniformed services is entitled to readmission if the following apply:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to Ashford University and provides such notice as far in advance as is reasonable under the circumstances;
- The cumulative length of the absence and of all previous absences from Ashford University by reason of service in the uniformed services, including only the time the student spends actually performing service in the uniformed services, does not exceed five years; and

- Except as otherwise provided in this section, the student submits a verbal or written notification of intent to re-enroll at Ashford University by informing a University Advisor, a Student Advisor, an Enrollment Services Advisor, or the Office of the Registrar or by submitting a new application for admission.

However, no advance notice by the student is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

In addition, any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or verbal notice of service to a Student Advisor, a University Advisor, an Enrollment Services Advisor, or the Office of the Registrar may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Ashford University that the student performed service in the uniformed services that necessitated the student's absence from Ashford University.

When determining the cumulative length of the student's absence for service, the period of service does not include any service:

- That is required, beyond five years, to complete an initial period of obligated service;
- During which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and the inability to obtain those orders was through no fault of the student; or
- Performed by a member of the Armed Forces (including the National Guard and Reserves) who is:
 - Ordered to or retained on active duty under sections 688, 12301(a), 12301(g), 12302, 12304, or 12305 of Title 10, U.S.C., or under sections 331, 332, 359, 360, 367, or 712 of Title 14, U.S.C.;
 - Ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress as determined by the Secretary concerned;
 - Ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of Title 10, U.S.C.;

- Ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or
- Called into Federal service as a member of the National Guard under chapter 15 of Title 10, U.S.C., or section 12406 of Title 10, U.S.C. (i.e., called to respond to an invasion, danger of invasion, rebellion, danger of rebellion, insurrection, or the inability of the President with regular forces to execute the laws of the United States).

An affected service member must, upon the completion of a period of service in the uniformed services, notify Ashford University of his or her intent to return to Ashford University not later than three years after the completion of the period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify a Student Advisor, a University Advisor, an Enrollment Services Advisor, or the Office of the Registrar of his or her intent to return to Ashford University not later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission to Ashford University, but is subject to Ashford University's established general policies and practices.

A student who submits an application for readmission to Ashford University must provide to Ashford University documentation to establish that:

- The student has not exceeded the specified service limitations; and
- The student's eligibility for readmission has not been terminated due to the occurrence of:
 - A separation from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.
 - A dismissal of a commissioned officer permitted under section 1161(a) of Title 10, USC by sentence of a general court-martial; in commutation of a sentence of a general court-martial; or, in time of war, by order of the President.
 - A dropping of a commissioned officer from the rolls pursuant to section 1161(b) of Title 10, USC due to absence without authority for at least three months; separation by reason of a sentence to confinement adjudged by a court-martial; or, a sentence to confinement in a Federal or State penitentiary or correctional institution.

In order for a service member to qualify for these benefits by reason of service, a student must submit appropriate documentation to the University. Documents that might establish service member eligibility include, but are not limited to:

- DD214—Certificate of Release or Discharge from Active Duty;
- Copy of duty orders prepared by the facility where the orders were fulfilled with a service completion endorsement;
- Letter from the Commanding Officer of a Personnel Support Activity (or someone of comparable authority);
- Certificate of completion from military training school;
- Discharge certificate showing character of service;
- Copy of extracts from payroll documents showing periods of service; or
- Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

Ashford University may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

- Students who meet the criteria for readmission after military service outlined previously will be promptly readmitted with the same academic status as when they last attended or were last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to permit service. "Same academic status" means that Ashford University shall admit the student:
 - To the same program to which he or she was last admitted, or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program;
 - At the same enrollment status last held at Ashford University, unless the student requests or agrees to admission at a different enrollment status;
 - With the same number of credit hours completed previously, unless the student is readmitted to a different program to which the completed credit hours are not transferable; and
 - With the same academic standing previously held.

If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed the same tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution.

If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be assessed no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If Ashford University determines that the student is not prepared to resume the program, or will not be able to complete the program, the University will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program, including but not limited to providing refresher courses at no extra cost to the student.

Ashford University is not required to readmit the student on his or her return if:

- After reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where he or she left off;
- After reasonable efforts by the University, the University determines that the student is unable to complete the program; or
- The University determines that there are no reasonable efforts it can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

Servicemembers Opportunity College

Ashford University is a Servicemembers Opportunity College (SOC) Degree Network School. As a SOC member, students who apply for admission to a Bachelor of Arts degree at Ashford University and are members of one of the following Armed Forces are eligible to receive a Servicemembers Opportunity College SOC Student Agreement:

- **Military Branch:** Army, Navy, Marines, or Coast Guard; or
- **Military Status:** Active Duty, Active National Guard, Active Reserves servicemember, or Spouses/Adult Dependents.

Ashford University may also issue SOC agreements to servicemembers of other branches of service based on SOC policies and requirements.

Ashford University must receive all previous college transcripts and military credit recommendations prior to the end of the second attempted course. Upon full

admission, the student will receive a SOC Student Agreement outlining their degree requirements.

SOC Student Agreement degree requirements are valid for 8 years from the time the agreement is issued or the student voluntarily changes the degree program at which time a new agreement will be issued for the new program. Students who leave Ashford University and return after one year under a valid SOC Student Agreement will be given the program requirements under the last contract for degree. When degree or course requirements change, students have the opportunity to voluntarily choose the new program to be more in-line with industry standards. Students that return to a degree program that is no longer offered through Ashford University will be given the opportunity to be admitted into the most current program or under the contract version without loss toward academic progress.

Department of Defense (DoD) Voluntary Education Partnership

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

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

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

Transfer of Ashford University Credits to Other Institutions

Since Ashford University is a regionally accredited institution, other institutions may elect to accept Ashford University credits. However, students should be aware that the transfer of credit is controlled by the receiving institution, and therefore cannot be guaranteed by Ashford University unless part of a valid articulation agreement or included in an articulation numbering system.

Outside any formal partnership or agreement, students considering transferring to another institution have the responsibility to determine whether that institution will accept Ashford University credits. Ashford University

does not imply, promise, or guarantee transferability of its credits to any other institution. Please visit www.ashford.edu/admissions/transferability.htm to find information about transfer guidelines and a current list of articulation agreements.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Ashford University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Ashford University to determine if your credits or degree will transfer.

Learning Resources

Appropriate Use of Database Content

Researchers are permitted to access the databases only for the purposes of providing or pursuing an education through Ashford University. They may not use the materials for any other purpose. Neither database access nor materials retrieved from the databases may be shared inside or outside of the University.

Violations may result in disciplinary action and/or legal liability to the database providers. Ashford University requires its students, faculty and staff to respect intellectual property rights, and will take action against anyone who abuses access to the database content made available by the library.

Library

The Ashford University Library coordinates access for online students and faculty to electronic academic and business research databases and collections. These resources provide hundreds of thousands of full-text periodicals and academic journal articles, e-books, videos and other materials. These electronic research resources are available to students on a 24/7 basis. The library provides all students with tip sheets and video tutorials that show users how to navigate the Ashford University Library and help them better understand the research process.

Online students can interact with librarians via phone, chat and email. These resources, as well as librarian contact information, instructional aids, and tutorials are available on the library website, which can be accessed through the Student Portal or through your online courses.

The library is also a full cataloging and interlibrary loan member of the Online Computer Library Center (OCLC). With this national network, all students can access more than 72,000 collections, large and small, through interlibrary loan. Ashford librarians can obtain articles and other documents for students if these items are not available through the Ashford University Library's collections.

Assistance in Developing Writing Proficiency

A number of self-help resources are available on the Ashford University website for students preparing to meet the writing proficiency standards in degree programs offered online. In addition, fee-based tutorial services are available to students who need personal assistance in writing skill improvement.

Course Digital Materials (CDM)

Course digital materials (CDM) refers to all course-specific educational materials and resources provided directly to the student via the online classroom. Course materials include essential readings, audio and video assets, interactive exercises, and other digital supplements. CDMs offer a more dynamic, interactive, and robust set of resources for student learning in the online modality. For courses in which course digital materials are provided in lieu of textbooks, a fee (CDM fee) is applied directly to the student's account concurrent with the charge for tuition. Students are not charged the CDM fee for repeated coursework if previously charged. CDM fees are fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule).

Constellation™

Constellation™ course digital materials are designed to help students master the instructional goals of Ashford University degree programs. Constellation™ digital materials are created specifically to support Ashford University's curriculum. These materials may be displayed on a browser-based Constellation™ Reader or on a number of devices, such as the iPhone, Kindle, and Blackberry. Once students have access to their Constellation™ digital materials through the online classroom, they can read their materials online, download and save them to their hard drive, print without restriction, keep materials for future reference, or share with friends.

Constellation™ does not include restrictions on file storage or print functions. Full functionality of Constellation™ is best experienced with the included reader. The Constellation™ Reader will allow students to highlight material in a variety of colors, create notes and make bookmarks. While the reader offers robust functionality, students will be able to access, download and print their learning materials in accordance with their preferences. Students will lose access to any course digital materials approximately 60 days after the end of their course or their withdrawal date, unless they have downloaded the material to an external device or hard drive.

Honor Societies

Alpha Sigma Lambda

Alpha Sigma Lambda is an honor society devoted to the advancement of scholarship and leadership of nontraditional/adult students in higher education. To be eligible for membership in the Ashford University Alpha Lambda chapter of the Alpha Sigma Lambda Honor Society, students must be seeking their first Bachelor's degree, be in the highest twenty (20) percent of eligible baccalaureate students based upon cumulative GPA, and meet the following criteria as of January 1 or July 1, and completion of a minimum of:

- 24 credits at Ashford University; and
- 12 credits of liberal arts coursework.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. Once a student has participated in an online induction ceremony, the student becomes a lifetime member of the Alpha Lambda chapter of the Alpha Sigma Lambda honor society. Names of inductees will be published on the Alpha Sigma Lambda webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Alpha Sigma Lambda member who participates in the Ashford University Commencement Ceremony will be distinguished with Alpha Sigma Lambda regalia provided by the University.

Phi Theta Kappa

Phi Theta Kappa is the International Honor Society of the two-year college/Associate's degree-granting institution. Phi Theta Kappa's mission is two-fold: to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programs.

Membership is by invitation only. In order to receive an invitation for membership, students must meet the criteria listed subsequently as of January 1 and July 1:

- Be an active student seeking an Associate's degree;
- Have completed at least 12 credit hours of coursework that may be applied to an Associate's degree;
- Have a grade point average of 3.7 (a cumulative grade point average of 3.5 must be maintained to remain in good standing); and,
- Be willing to adhere to the moral standards of the Society.

There is a one-time membership fee of \$60.

Students who meet the eligibility criteria will be sent an invitation to become a member. Names of inductees will be published on the Phi Theta Kappa webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Phi Theta Kappa member who participates in the on-campus commencement ceremony will be distinguished with Phi Theta Kappa regalia provided by the University.

Delta Alpha Pi International:

Delta Alpha Pi International is an academic honor society for students with disabilities. Delta Alpha Pi Honor Society presents an opportunity to change negative stereotypes associated with disability by recognizing students with disabilities for their academic accomplishments. In addition, this honor society facilitates development of skills in leadership, advocacy, and education for participating students. Members of Delta Alpha Pi Honor Society participate in activities designed to educate the community and society regarding disability issues and the need for universal design in learning.

Membership in Delta Alpha Pi International Honor society is by invitation only and open to all eligible Ashford University students. To attain membership into DAPI, the following criteria must be met as of January 1 and July 1:

- Be a student with a documented disability through the Office of Student Access and Wellness.
- Demonstrate an interest in disability issues.
- Be an undergraduate student currently enrolled and have completed a minimum of 24 credits with a minimum GPA of 3.10, OR
- Be a graduate student currently enrolled and have completed 18 credits of graduate coursework with a minimum GPA of 3.30.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. Names of inductees will be published on the Alpha Sigma Lambda webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Delta Alpha Pi member who participates in the Ashford University Commencement Ceremony will be distinguished with Delta Alpha Pi regalia provided by the University.

Golden Key International Honour Society:

Golden Key International Honour Society is the world's premier collegiate honor society connecting members locally, regionally and globally with lifetime opportunity, reward and success. Membership in Golden Key is by invitation only.

To qualify for membership in Golden Key International Honour Society, active students must meet the following criteria as of January 1 or July 1:

- Be in the top 15% of your undergraduate class (Bachelor's degree seeking Sophomores, Juniors and Seniors), based on GPA; or
- Be a top-performing graduate student, based on GPA.

Membership in Golden Key consists of one-time lifetime membership fee of \$95 paid at the time of induction.

Students who meet the eligibility criteria will be sent notice of their eligibility via email and be told to expect an exclusive invitation via email to join the honor society directly from Golden Key International Honour Society headquarters.

Names of inductees will be published on the Golden Key webpage on the Ashford University website. Students who are inducted into the honor society will be mailed a certificate.

Any Golden Key member who participates in the Ashford University Commencement Ceremony will be distinguished with Golden Key regalia provided by the University.

SALUTE National Veterans Honor Society:

SALUTE is the first national veteran's honor society. SALUTE stands for Service, Academics, Leadership, Unity, Tribute, and Excellence. In 2009, Colorado State University was awarded the ACE/Wal-Mart Success for Veterans Grant, and from that SALUTE Veterans National Honor Society was created. SALUTE is the first honor society created for student veterans and military at two- and four-year higher education institutions nationwide.

To attain membership into SALUTE as an undergraduate student, the following criteria must be met as of January 1 and July 1:

- Be currently enrolled as an undergraduate student;
- Qualify as military or veteran student under locally-derived and maintained definitions, or submit a DD-214 Member 4 copy that displays the character of service (honorable discharge);
- Have a minimum GPA of a 3.0;
- Have served or currently be serving in the military, National Guard, or reserves or, if no longer serving, submit a DD-214 Member 4 copy that displays the character of service (honorable discharge); and
- Maintain the highest ethical standards.
- A unique element for undergraduate students is the GPA-ranking tier. This system was designed to encourage student veterans to strive for academic success at their university. Undergraduate members of SALUTE advance to higher tiers of the GPA ranking system during their tenure at their university.

To attain membership into SALUTE as a graduate student, the following criteria must be met as of January 1 and July 1:

- Be currently enrolled as a graduate student;
- Qualify as a military or veteran student under locally-derived and maintained definitions;
- Have a minimum GPA of a 3.5;
- Have completed at least 12 credits of graduate coursework;
- Have served or currently be serving in the military, National Guard, or reserves or, if no longer serving, submit a DD-214 Member 4 copy that displays the character of service (honorable discharge); and
- Maintain the highest ethical standards.

Membership in SALUTE consists of one-time lifetime membership fee of \$20 paid at the time of induction.

Students who meet the eligibility criteria will be sent notice of their eligibility via email and be provided with information on the necessary application materials to be reviewed by a committee. Following committee review, students who meet all eligibility requirements will be sent an invitation via email to formally induct into SALUTE. Names of inductees will be published on the SALUTE webpage on the Ashford University website once the induction process for eligible students is complete.

Students who are inducted into the honor society will be mailed a certificate and a military style challenge coin by the SALUTE Headquarters.

Any SALUTE member who participates in the Ashford University Commencement Ceremony will be distinguished with SALUTE regalia provided by the University.

Program Completion and Honors

Dean's List

Associate and Bachelor degree-seeking students will be evaluated three times per calendar year for academic recognition, in December, May, and August. Students who meet the following criteria will be recognized for their scholarship through the Academic Dean's List.

- Have a 3.50 Ashford University cumulative grade point average;
- Have completed a minimum of 12 credit hours in an online program;
- Have enrolled in and completed at least one course since the time the previous Dean's List was determined;
- Are in good academic standing at the time of review; and
- Are currently attending or are on an approved Academic Leave at the time of review.

Graduation Process

Students should petition to graduate when they are within six (6) months of program completion. The completed Petition to Graduate form, including required fees, must be submitted to release all transcripts, diplomas and verifications for degrees awarded. The Petition to Graduate is available online in the Student Portal at www.ashford.edu.

The date of degree conferral recorded on the student's transcript and diploma reflects the date the student completes all academic degree requirements. Degree completion is generally recorded on a student's official transcript within 30 days after completion of ALL program requirements. Diplomas are generally ordered within 30 days after completion of all program requirements and payment of all related tuition and fees. Diplomas and transcripts will be withheld until all accounts at the University are paid in full.

Graduation Honors and Awards

Candidates for an undergraduate degree who have exhibited outstanding achievement may be awarded the following honors at graduation by earning the corresponding grade point average:

- Cum laude 3.50–3.69
- Magna cum laude 3.70–3.89
- Summa cum laude 3.90 or above

Recognition also is given to Scholars Institute graduates and to students who are members of honor societies: Junior/Senior Honor Society, Alpha Sigma Lambda, Golden Key International Honour Society, and Mu Sigma Eta. Also recognized are students who were selected for “Who’s Who Among Students in American Colleges and Universities.”

Posthumous Degree Policy

The University may grant undergraduate and graduate degrees posthumously. When the University determines that a deceased student was in good standing and had completed enough credits toward a degree, the Provost or designee has the authority to grant the degree posthumously.

Generally, students should have completed a majority of their coursework for the program of study in order to qualify for a posthumous degree. Additionally, students must have been meeting Satisfactory Academic Progress and all Student Community Standards.

Formal requests may be submitted in writing to the Office of the Registrar for consideration by emailing student.records@ashford.edu.

Degree Rescindment Policy

An Ashford University degree may be rescinded when there is clear and convincing evidence that one of the following has occurred:

- A degree has been conferred in error;
- All University-defined requirements were not satisfied at the time the degree was granted; or
- A previously awarded passing grade is reversed, resulting in unmet degree requirements.

Commencement Ceremony

Ashford University commencement ceremonies are held in the fall and spring each year. In order to participate, students must meet the following requirements:

Fall Ceremony - October 2016

- Expect to graduate between July 1 and December 31; and
- Purchase appropriate* cap and gown by August 15.

Spring Ceremony - May 2017

- Expect to graduate between January 1 and June 30; and
- Purchase appropriate* cap and gown by March 15.

**Cap and gown must be purchased from Ashford University’s authorized vendor.*

Specific graduation dates and locations are available on the Graduation Information webpage located at www.ashford.edu/student_services/graduation.htm.

Students who wish to attend a ceremony different from that assigned by his or her expected graduation date may request to attend a future ceremony by emailing graduation.information@ashford.edu.

SECTION SIX: UNDERGRADUATE PROGRAMS

Overview

Ashford University offers online undergraduate programs which are administered by the academic colleges and the Forbes School of Business at Ashford University. These programs serve adult and distance learners seeking Associate's and Bachelor's degrees from Ashford University.

Grounded in the principles of adult learning and established to address the unique needs of mature and distance learners, Ashford University recognizes the aspirations and qualities of self-directedness and serious motivation that broadly characterize working adults who seek college degrees. Programs offered through the online modality, therefore, provide diverse and alternative ways for such individuals to earn and accumulate credits to be used in completing baccalaureate degrees.

Besides offering online courses that are accelerated and conveniently scheduled, Ashford University administers assessment activities to determine college-level credit that adult learners may have already achieved. Alternative sources of credit at the undergraduate level may include credit for experiential learning, military training, sponsored professional training, advanced placement, national testing programs, and national credit recommendations. For more information about on-time completion rates, the median loan debt of students who completed each program shown below, and other important information, please visit www.ashford.edu/pd.

Admission Policies and Procedures for Online Associate of Arts Degree Programs

Conditional Admission Requirements for Associate's Degree Programs

Applicants seeking admission to an Associate of Arts degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Have a regular high-school diploma earned through college preparatory or regular high school courses,

a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.*

- An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
- Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.
- If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*.
- Have the ability to study in English indicated by one of the following**:
 - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;***
 - Received a GED that was taken in English;***
 - A minimum of 30 transferable credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 generally will not be admitted.

*Requirements for residents of California, Mississippi, and Tennessee are outlined separately; please refer to Additional Admission Requirements for Residents of California, Mississippi, and Tennessee.

***Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for international applicants.*

***If satisfying the English Language Requirement through a high school diploma, GED, or equivalent not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt. Failing to meet Basic Academic Requirements (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements (BAR) are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an "ability to benefit" test. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to an Associate of Arts degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar's Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the 2nd attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second attempt of the Ashford Promise must wait one year from the date they were denied admission to re-apply, or they may appeal the University's decision using the process outlined subsequently to request a 3rd consecutive attempt of conditional admission in the Ashford Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Additional Conditional Admission Requirements for Applicants with International Academic Credentials for Associate's Degree Programs

The following requirements are applicable to applicants relying on academic credentials earned outside the United States for admission. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student's status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Associate of Arts degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
 - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies; or,
 - A record of having achieved the equivalency of a United States high school diploma.
- All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
 - Educational Credentials Evaluators, Inc. (ECE); OR
 - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Provisional Admission Requirements for Associate's Degree Programs

Students must meet the following requirements in order to be provisionally admitted to an Associate of Arts degree program at Ashford University:

- Successfully complete Student Success Orientation;
- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and,
- Attend Week 4 of their first course.

Attendance in Week 4 constitutes a student's confirmation of his or her intention to continue in the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Transfer Credit Evaluation for Associate's Degree Programs

Upon being granted provisional admission to an undergraduate degree program, the Ashford University Registrar's Office staff will begin requesting transcripts of a student's prior postsecondary education using the signed Transcript Request form.

The Registrar's Office will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as any school appearing in the student's National Student Clearinghouse record. This includes:

- College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended.
- Military credits evaluated for equivalency to college credits.

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to Ashford University program requirements.

Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. The student is then admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the fourth (4th) attempted Ashford University course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Student Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

Full Admission Requirements for Associate's Degree Programs

The following requirements must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined.

- Official TOEFL or IELTS scores, if required for admission.
 - Students who meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- Students who were provisionally admitted with completion of a two-year program from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Note: Additional requirements for residents of California, Mississippi, and Tennessee and for students seeking admission based on credentials earned outside of the United States are outlined separately.

Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to Ashford University at such time that all requirements for full admission have been met.

Students for whom the aforementioned required documentation does not apply, are fully admitted at the time of their transfer credit evaluation, in accordance with the *Transfer Credit Evaluation* policy. Students with no history of postsecondary education are fully admitted upon successful completion of the Conditional Admission Period.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any

and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds which were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, provisional and/or full admission will be rescinded and the student will be withdrawn from the University.

Undergraduate degree-seeking transfer students must provide official documentation of an undergraduate cumulative grade point average (CGPA) of 2.0 in all combined undergraduate coursework attempted at regionally or approved nationally accredited colleges/universities since high school, or he or she is admitted on Academic Watch. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools and failing to provide confirmation of a cumulative GPA of 2.0 or higher, is admitted on Academic Watch. Students on Academic Watch are required to have achieved a cumulative Ashford University GPA of 2.00 and successfully complete 67% of credits attempted at the conclusion of the first Satisfactory Academic Progress increment. Students who have not met the requirements at the conclusion of the Academic Watch period will be dismissed from the University. Please refer to the Satisfactory Academic Progress (SAP) Requirements in this section to review all related satisfactory academic progress guidelines.

Graduates of an Ashford University undergraduate degree program who subsequently enroll in another undergraduate degree program will not be placed on Academic Watch. Students who change programs in the same degree level who have successfully completed one (1) SAP increment and are in good academic standing with the University will not be placed on Academic Watch.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal to the University Registrar for re-admission. Appeals are evaluated by a committee comprised of the University Registrar or designee, and a representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of

a student's family member, or other reasons resulting in undue hardship to the student;

- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- A plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined above and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Note: See the Satisfactory Academic Progress Requirements in this section to review all related Satisfactory Academic Progress guidelines.

Additional Full Admission Requirements for Applicants with International Academic Credentials for Associate's Degree Programs

In addition to the requirements for full admission outlined in the admission policy for Associate of Arts programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent direct directly from an approved evaluation service indicating that the student meets full admission requirements (student copies are not accepted) prior to the conclusion of the fourth (4th) attempted Ashford University course (equivalent to one academic term). To start the fifth (5th) course, applicants relying on academic credentials earned outside the United States must complete this requirement or they will be withdrawn from the program.

Additional Full Admission Requirements for Residents of California, Mississippi, and Tennessee for Associate's Degree Programs

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded;
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Mississippi and Tennessee residents must submit proof of graduation from high school in one of the following forms:

- Official high school transcript indicating graduation;
- Notation on transcript from another college indicating graduation from high school for transfer students; or,
- Official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Proof of graduation, or equivalent, is required prior to disbursement of any financial aid. See *Financial/Financial Aid Implications for Residents of California, Mississippi, and Tennessee* under *Loan Disbursement Information* in the *Financial Information* section of this *Catalog* for more information concerning financial aid and payment requirements for California, Mississippi, and Tennessee residents.

Admission Policies and Procedures for Online Bachelor's Degree Programs

Conditional Admission Requirements for Bachelor's Degree Programs

Applicants seeking admission to a Bachelor's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - Has earned a minimum of 20 transferable credits* as defined by Ashford University transfer credit policies;

- Has 0-19 transferable credits and successfully completed the Student Success Orientation course;
- Is seeking readmission to Ashford University after withdrawal from a degree program;
- Is a current degree-seeking student at Ashford University requesting to change majors; or
- Is a former Ashford University Clinton Campus student requesting to transfer to the online modality.

**If satisfying the Under 22 exemption with 20 transferable credits, unofficial transcripts must be submitted with the Application for Admission.*

Due to the accelerated, adult-learner focus of the academic programs, applicants under the age of 18 generally will not be admitted.

- Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.**
 - An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
 - Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.
 - If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*.

- Have the ability to study in English indicated by one of the following***:
 - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;
 - Received a GED that was taken in English^;
 - A minimum of 30 transferable credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

***Requirements for residents of California, Mississippi, and Tennessee are outlined separately; please refer to Additional Admission Requirements for Residents of California, Mississippi, and Tennessee.*

****Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for applicants with international academic credentials.*

^If satisfying the English Language Requirement through a high school diploma, GED, or equivalent not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

Failing to meet Basic Academic Requirements (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements (BAR) are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an "ability-to-benefit" test.

Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to a Bachelor's degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar's Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the 2nd attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second attempt of the Ashford Promise must wait one year from the date they were denied admission to re-apply, or they may appeal the University's decision using the process outlined subsequently to request a 3rd consecutive attempt of conditional admission in the Ashford Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to

academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Additional Conditional Admission Requirements for Applicants to the Bachelor of Science in Nursing (RN to BSN) Program

Applicants seeking admission to the Bachelor of Science in Nursing (RN to BSN) program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Have earned a nursing (hospital) diploma or Associate's degree in Nursing from a regionally accredited or approved nationally accredited college or university**.
- Have earned a grade of C- or higher in Microbiology (with lab), or equivalent, from a regionally accredited or approved nationally accredited institution**.

**Unofficial or official transcripts showing an earned nursing (hospital) diploma or Associate's degree in Nursing and Microbiology (with lab) coursework must be submitted with the Application for Admission. In order to determine a student's initial course schedule, students should submit unofficial or official transcripts demonstrating successful completion of coursework in: Introduction to Sociology, Introduction to Psychology, Introduction to Statistics, Human Anatomy (with lab), Human Physiology (with lab), if available.

Additional Conditional Admission Requirements for Applicants with International Academic Credentials for Bachelor's Degree Programs

The following requirements are applicable to applicants relying on academic credentials earned outside the United

States for admission. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student's status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Bachelor's degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
 - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies
 - A record of having achieved the equivalency of a United States high school diploma.
- All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
 - Educational Credentials Evaluators, Inc. (ECE); OR
 - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Provisional Admission Requirements for Bachelor's Degree Programs

Students must meet the following requirements in order to be provisionally admitted to a Bachelor's degree program at Ashford University:

- Successful completion of Student Success Orientation, if required*;
- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and
- Attend Week 4 of their first course.

*Students are required to successfully complete Student Success Orientation if they:

- Have zero (0) traditional college-level transferable credits at the time of application, or
- Are under age 22 and have 0-19 transferable credits.

Attendance in Week 4 constitutes a student's confirmation of their intention to continue the program as a regular student. Upon attendance in Week 4 of their first course,

students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Transfer Credit Evaluation for Bachelor's Degree Programs

Upon being granted provisional admission to an undergraduate degree program, the Ashford University Registrar's Office staff will begin requesting transcripts of a student's prior postsecondary education using the signed Transcript Request form.

The Registrar's Office will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as any school appearing in the student's National Student Clearinghouse record. This includes:

- College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended
- Military credits evaluated for equivalency to college credits

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to Ashford University program requirements.

Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. The student is then admitted on Academic Watch due to failure to provide confirmation of a combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the fourth (4th) attempted Ashford University course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch due to failure to provide confirmation of a

combined cumulative grade point average of 2.0 or higher in all prior postsecondary education. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Student Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

Full Admission Requirements for Bachelor's Degree Programs

The following requirements must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined.

- Official TOEFL or IELTS scores, if required for admission.
 - Students that meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- Students who were provisionally admitted with completion of a two-year program from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Note: Additional requirements for residents of California, Mississippi, and Tennessee and for students seeking admission based on credentials earned outside of the United States are outlined separately.

Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to Ashford University at such time that all requirements for full admission have been met.

Students for whom the aforementioned required documentation does not apply, are fully admitted at the time of their transfer credit evaluation, in accordance with the Transfer Credit Evaluation policy. Students with no history of postsecondary education are fully admitted upon successful completion of the Conditional Admission Period.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds which were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, provisional and/or full admission will be rescinded and the student will be withdrawn from the University.

Undergraduate degree-seeking transfer students must provide official documentation of an undergraduate cumulative grade point average (CGPA) of 2.0 in all combined undergraduate coursework attempted at regionally or approved nationally accredited colleges/universities since high school, or he or she is admitted on Academic Watch. Any student who signs an Authorization to Close File form, thereby waiving potential transfer credits from previously attended schools and failing to provide confirmation of a cumulative GPA of 2.0 or higher, is admitted on Academic Watch. Students on Academic Watch are required to have achieved a cumulative Ashford University GPA of 2.00 and successfully complete 67% of credits attempted at the conclusion of the first Satisfactory Academic Progress increment. Students who have not met the requirements at the conclusion of the Academic Watch period will be dismissed from the University. Please refer to the Satisfactory Academic Progress (SAP) Requirements in this section to review all related satisfactory academic progress guidelines.

Graduates of an Ashford University undergraduate degree program who subsequently enroll in another undergraduate degree program will not be placed on Academic Watch. Students who change programs in the same degree level who have successfully completed one (1) SAP increment and are in good academic standing with the University will not be placed on Academic Watch.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal to the University Registrar for re-admission. Appeals are evaluated by a committee comprised of the University Registrar or designee, and a representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- A plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined above and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Note: See the Satisfactory Academic Progress Requirements in this section to review all related Satisfactory Academic Progress guidelines.

Additional Full Admission Requirements for Applicants to the Bachelor of Science in Nursing (RN to BSN) Program

The following requirements must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined.

- Submission of official transcript(s) from the regionally accredited or approved nationally accredited institution that awarded the nursing (hospital) diploma or Associate's degree in Nursing.
- Submission of official transcript(s) from the regionally accredited or approved nationally accredited institution demonstrating completion of and Microbiology (with lab), or equivalent, with a grade of C- or higher.

Additional Full Admission Requirements for Applicants with International Academic Credentials for Bachelor's Degree Programs

In addition to the requirements for full admission outlined in the admission policy for Bachelor's degree programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent direct directly from an approved evaluation service indicating that the student meets full admission requirements (student copies are not accepted) prior to the conclusion of the fourth (4th) attempted Ashford University course (equivalent to one academic term). To start the fifth (5th) course, applicants relying on academic credentials earned outside the United States must complete this requirement or they will be withdrawn from the program.

Additional Full Admission Requirements for Residents of California, Mississippi, and Tennessee for Bachelor's Degree Programs

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded;
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Mississippi and Tennessee residents must submit proof of graduation from high school in one of the following forms:

- Official high school transcript indicating graduation;
- Notation on transcript from another college indicating graduation from high school for transfer students; or
- Official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Proof of graduation, or equivalent, is required prior to disbursement of any financial aid. See Financial/Financial

Aid Implications for Residents of California, Mississippi, and Tennessee under Loan Disbursement Information in the Financial Information section of this Catalog for more information concerning financial aid and payment requirements for California, Mississippi, and Tennessee residents.

Student Success Orientation

The orientation is designed to provide students with a complete overview of the Ashford University experience, prepare them for success in their courses, and help them to self-evaluate their readiness to succeed in an online classroom setting.

Students will be instructed on Ashford University policies and the learner resources that are available to them through interactive videos and assessments. Students enrolled in orientation must successfully complete all assigned activities. Students must successfully complete orientation prior to commencing any credit-bearing coursework at Ashford University, if required. Students who have successfully completed online coursework at Ashford University are exempt from the orientation requirement.

Non-Degree Seeking Student General Admission Requirements

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Please see additional policies for non-degree seeking students under *Classification of Students* in the *General Academic Information and Policies* section of this Catalog.

Students seeking to enroll in undergraduate coursework as a non-degree seeking student must meet the following requirements prior to the start of the first course at Ashford University:

- Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED, or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school.
 - An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
 - Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school

diploma, and/or evidence of passing the GED or state certificate awarded.

- If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
- Due to the accelerated, adult-learner focus of the academic programs, applicants under the age of 18 generally will not be admitted.
- Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework.
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*; and,
- Have the ability to study in English indicated by one of the following:
 - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
 - Received a GED that was taken in English;
 - A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or,
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Additional Non-Degree Seeking Student General Admission Requirements for Residents of California and Tennessee

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;

- Official or unofficial documentation of passing the GED or state certificate awarded;
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Tennessee residents must submit proof of graduation from high school in one of the following forms:

- Official high school transcript indicating graduation;
- Notation on transcript from another college indicating graduation from high school for transfer students; or,
- Official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Academic Policies and Procedures

Academic Calendar

The academic calendar is continuous (also known as non-term), rather than defined by semesters. In continuously enrolled programs, students typically take one course at a time and move to the next course in the program sequence without a break. Opportunities to enroll in programs and begin courses in an undergraduate degree program are available most every week. Most courses are offered in an accelerated, five-week format.

There is an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2016-2017 occurs from December 20, 2016 to January 2, 2017.

Technology Requirements

It is our intent to assist students and to prepare them for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford University applicants and existing students and may be updated at any time.

Competencies

Students must meet the following competencies:

- Ability to access course and program material on the Internet;
- Ability to correspond with University staff, students, and faculty using email and the Internet; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

System Requirements

The following minimum system configuration and software are required:

- Platforms: Mac OS X 10.2 or higher or Windows XP or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided); Adobe Reader 8.0 or higher; Adobe Flash 10 or higher (Constellation users);
- Web Browser: Firefox 3.0 or higher, Internet Explorer 9.0 or higher, Safari 3.0 or higher, or Chrome;
- Networking: 56k dialup modem, DSL, or Cable modem;
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

The following are recommended for optimal performance:

- Networking: Broadband internet connection (DSL, Cable, or other).
- Constellation users: Windows Media Player 7.0 or higher, sound card and speakers.

Additional System Requirements for Use of Ebooks

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

- Platforms: Mac OS X 10.4 or higher, Windows XP with service pack 2 or higher, or Vista;
- Hardware: 512 Mb RAM, CD-ROM, 1 GHz processor, and 1 Gb free disk space; 1024x768 screen resolution or larger.

Please note certain courses may require the use of additional internet connectivity requirements, software, and/or hardware, such as a microphone and/or webcam to record sound or video files. Additionally certain courses may require use of third party websites. The University is not responsible for the practices of any third party websites. If a student has serious objections to using a third party website, he or she can request an alternative method of completing an assignment from the instructor of the course. If a student chooses to withhold the disclosure

of Directory Information, no Directory Information will be released by Ashford University to non-university personnel, unless the disclosure meets exception criteria as outlined in the Student Rights and Responsibilities section of this Catalog. However, a student may still be required to make certain disclosures as part of coursework.

English Proficiency

All students enrolled in an undergraduate degree program must satisfy English Proficiency within the first 15 successfully completed credits through one of the following options:

- A passing score on the Ashford University English Proficiency exam (credit not awarded). Students are allowed two attempts and are only allotted one week (a total of 7 days) to submit both attempts from the time the exam is first made available to the student. Students who make no attempts in the initial allotted 7 day period must satisfy the proficiency through an alternative option;
- A grade of "C-" or better in a designated Ashford University English course (ENG 121 or ENG 122);
- A passing score on a designated National Testing Program exam completed within five (5) years from date of application; or
- A grade of "C-" or better in a comparable course from a regionally accredited or approved nationally accredited institution completed within five (5) years prior to the date of application.

Note: Due to the nature of the Ashford University curriculum, ENG 121 and ENG 122 are not considered duplicative of transfer courses. Students who have completed comparable or more advanced English courses but who have not satisfied English Proficiency through one of the previous options will have the credits applied toward Communication I, II, or Electives credit deficiencies. Students who have successfully completed an Ashford upper division course in their major that demonstrates advanced writing skills (as determined by the Academic Program Chair) may request that the course satisfy their English Proficiency requirement.

Program Enrollment and Cancellation

Initial enrollment in courses offered is arranged through a University Enrollment Services Advisor. New students should contact an Enrollment Services Advisor or University Advisor to register. It is the student's responsibility to officially register for the program course of study. To ensure that students are successful at navigating inside of the classroom and to become familiar with all of the resources available to them at Ashford University, newly enrolled students may participate in a

live webinar of a guided tour of the online classroom. After initial enrollment, students will work with their Student Advisor to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student's Student Advisor. Major changes in a student's schedule may necessitate completion of a new Admissions Application and Enrollment Agreement.

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

Ashford University reserves the right to cancel or terminate the agreement if the applicant fails to meet basic academic requirements during conditional admission, violate the Student Community Standards, fail to make satisfactory academic progress, fail to make payment in accordance with the terms of his or her student finance agreement, and/or fail to meet attendance requirements as outlined in this *Catalog*. Applicants who are denied admission may be allowed one more period of conditional admission at Ashford University. Individuals who are denied admission two times while in conditional standing may re-apply to Ashford University no earlier than one year from their last date of attendance.

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

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

Registration and Academic Placement

Initial registration and student scheduling is a one-time process based upon the information provided to Ashford University in the Admission Application. The student's initial schedule is based upon the student's desired start date and program of study, in conjunction with previous education. Initial registration occurs in consultation with an Enrollment Services Advisor/University Advisor. Upon completion of initial registration, students have access, via the Student Portal, to their individual course schedules and the dates of each course for which they are registered.

Once the admission file is completed and the student receives full admission to the University, student schedules are adjusted by the student's Student Advisor, in consultation with the student, to accommodate courses

applied in transfer. It is the student's responsibility to review his or her schedule regularly through the Student Portal and to notify the Student Advisor to initiate any schedule changes.

Employment Services

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

Degree-Seeking Student Classifications

Class Level:

Freshman:	0–24 credits earned
Sophomore:	25–48 credits earned
Junior:	49–72 credits earned
Senior:	73+ credits earned

Once a student has earned 24 credits and registers for his or her 25th credit, he or she will be classified as a Sophomore.

Once a student has earned 48 credits and registers for his or her 49th credit, he or she will be classified as a Junior.

Once a student has earned 72 credits and registers for his or her 73rd credit, he or she will be classified as a Senior.

Enrollment Status

Students who remain continuously enrolled in non-term-based programs are classified as full-time. Students who are on a break of up to 14 consecutive days or on an approved Academic Leave are still classified as full-time. Students who fail to return from a break or approved Academic Leave as scheduled should refer to the *Withdrawal from the University* policies for information regarding determination of withdrawal date. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the student's break will extend the 14 day limit to include the scheduled break. The annual winter break does not extend the 45 day limit for approved Academic Leaves that are greater than 14 days.

Auditing of Courses

The online modality does not allow for course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

Credit Maximum Policy

A maximum of 36 credits may be attempted per academic year. Students may appeal in writing to the Registrar's Office for an increase to a maximum of 48 credits attempted per academic year.

Concurrent Course (Double Up) Registration Policy

- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.*
- Student must be meeting Satisfactory Academic Progress requirements.*
- Payment for concurrent courses can be paid in full prior to the course start date.
- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than two Ashford University courses concurrently.
- If using Financial Aid, student should discuss financial implications of concurrent course registration with his/her Student Account Advisor. Students utilizing financial aid may be eligible to apply available funding towards their concurrent course.

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

Attendance Policy for Undergraduate Courses

Students are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded discussion forum, submitting a written assignment or journal entry or submitting a quiz or exam. Postings not related to graded discussion forums or written assignments or journal entries not related to the actual assignment may be reviewed and disqualified for attendance purposes. Attendance on the basis of submitting a quiz or exam is determined by submission status at the conclusion of the calendar day (11:59 pm Mountain Time).

Each instructional week begins on a Tuesday and concludes on the following Monday. A student is recorded either absent or present each day based on participation in an academic activity. All recorded time stamps for

assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students enrolled in introductory courses, such as EXP 105, are required to attend at least once in any seven consecutive day period for the duration of the course. Students who do not attend once in any seven consecutive days in an introductory course will be administratively dropped retroactive to the last date of recorded attendance. The course must then be repeated. Limited exceptions to introductory course attendance requirements based on exceptional circumstances, such as an emergency personal or family reason, may be made. Please refer to the *Attendance Appeal* policy in the *Student Rights and Responsibilities* section in this *Catalog*.

Students enrolled in non-introductory courses who do not attend at least once in any seven consecutive day period will be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

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

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn from the University. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Note: New students who do not meet attendance requirements for, or do not complete, their first course will be administratively withdrawn from the University and must work with their Enrollment Services Advisor/University Advisor to reschedule their enrollment in the program.

Academic Participation

In addition to meeting attendance requirements, students attending are expected to participate in their courses by actively engaging in weekly discussion forums with substantial posts and completing the required assignments for each week. A list of all assignments can be found within the course calendar in each class and also by week in the weekly instructional units.

Failure to meet academic participation requirements may negatively impact an assignment and/or course grade. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Academic Leave

Students who plan to take a break in attendance of greater than 14 days but no more than 30 days from their last date of attendance, who provide a written confirmation of their intent to return, will not be administratively withdrawn, provided they return as scheduled.

Written confirmations must be provided via the *Academic Leave Request* form in the Student Portal, and should be submitted within 14 days of the last date of attendance. *Academic Leave Requests* allow students to postpone the start date of their next scheduled course and maintain an active status with the University. To gain access to the *Academic Leave Request* form, students must speak with a Student Advisor. New students must complete their first course in order to be eligible for an Academic Leave.

Students who do not return on their scheduled return date or do not attend within the first seven days of the course they are scheduled for when returning from an approved Academic Leave will be administratively withdrawn. Please note that administrative withdrawal may occur at any point in a student's enrollment when 14 consecutive days of non-attendance occur, whether within an active course or between the last date of attendance in a prior course and the first date of attendance in a subsequent course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Exceptions to submitting an *Academic Leave Request* through the Student Portal may be made in instances where extreme extenuating circumstances exist for students unable to access the Student Portal. Students must contact a Student Advisor for assistance with this exception.

If a student requires a break in attendance of greater than 30 days, the Student Advisor may escalate an exception approval to a Director or designee for an Academic Leave with a maximum allotment of 45 days out of attendance. Exceptions will be made on a case-by-case basis.

Course Drop

To drop from a course(s), a student must contact his or her assigned Enrollment Services Advisor, University Advisor, Student Advisor, or other advisor within the Enrollment Services or Student Services Departments. Students who officially drop from a course or courses during the add/drop period, which is before the conclusion of the first instructional week, will have that course removed from their academic transcripts.

Drop Deadlines

- 5-week course = Week 1

Students who officially drop or are administratively dropped from a course after Week 1 and have a Last Date of Attendance (LDA) in Weeks 2 through 4 will receive a grade of "W" in the course. Students who officially drop or are administratively dropped from a course prior to the course end date and have an LDA in Week 5 will receive a grade of "WF" in the course.

Note: For undergraduate students enrolled in graduate-level coursework, please refer to the Course Drop policy in the Graduate Programs section of this Catalog.

Withdrawal from the University

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

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

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

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Consecutive Course Drops

Degree-seeking students only meeting attendance requirements in the first week of a course for four consecutively enrolled courses at Ashford University without earning credit will be administratively withdrawn for a period of no less than nine months from the student's last date of attendance. Students who have been withdrawn may appeal this policy by contacting their Student Advisor. Students who have an approved appeal and do not successfully complete their next scheduled course will be withdrawn for a period of no less than nine months.

Consecutive Unsuccessful Grades

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

- F, W, WF, or
- In an Introductory, General Education Competency, or General Education Capstone course, D+, D, or D-.

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

Satisfactory Academic Progress Policy (SAP)

We are dedicated to the academic success of our students. As such, the following policies outline the academic requirements for Ashford University's undergraduate programs and describe how they are measured to ensure that students are making satisfactory academic progress toward successful degree completion. This policy applies to all undergraduate-level coursework attempted at Ashford University, regardless of date attempted.

Academic and Financial Aid Warning, and Academic and Financial Aid Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students

placed on one of these statuses should meet with their Student Advisor to discuss course scheduling and to plan for remediation.

Please contact the Ashford University Registrar or Associate University Registrar with any questions concerning the requirements outlined in this policy. This policy applies to all coursework accepted and applied in transfer as well as attempted at Ashford University, as outlined in this policy, regardless of date attempted.

Undergraduate Non-Term Based Program Measures

- Week = 7 calendar days
- Full Academic Year Definition = a minimum of 40 weeks of instructional time and 24 successfully earned credits that apply toward the student's program of study. Please note: courses are offered 50 weeks in each calendar year. Therefore, students can complete five academic years in four calendar years.
- A full Academic Year consists of 2 increments also referred to in this *Catalog* as payment periods, financial aid payment periods and Satisfactory Academic Progress (SAP) increments.
 - The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been successfully met.
 - The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been successfully met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Full-Time Enrollment = Students who remain continuously enrolled, including breaks of 14 days or less, in non-term-based programs are classified as full-time. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break.

Satisfactory Academic Progress Standards

Undergraduate students must meet the following minimum qualitative and quantitative standards to make satisfactory academic progress:

- Minimum cumulative GPA in Ashford University coursework for all undergraduate students = 2.00.
- The Bachelor of Science in Health Information Management and the Bachelor of Science in Nursing majors require a 2.50 minimum GPA standard for all major coursework attempted at the University.
- Cumulative GPA includes all undergraduate-level coursework attempted at Ashford University, excluding grades of Pass, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated.
- Grade points earned at another college are not used in the computation of the grade point average at Ashford University.
- Successful Completion Rate = 67% or 2/3 of all attempted credits. Attempted undergraduate credits are all Ashford University course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes, as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WF, and F.
- Grades of D+, D, or D- that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses.
- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as measured in credits attempted toward the program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.
- Repeated courses count negatively against successful completion rates.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at regular SAP increments. Students are evaluated against both qualitative and quantitative standards at the

conclusion of a SAP increment. After each evaluation, students who do not meet SAP standards will be notified in writing. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue until the incomplete grade is successfully completed.

SAP increments will be adjusted to coincide with the payment period. Please note any of the following activities may have an impact on the student's payment period which will result in a SAP review that may not be congruent with the standard SAP increment:

- Changing program of study;
- Returning to the University after being officially or unofficially withdrawn;
- Earning letter grades in competency courses that are considered unsuccessful for fulfillment of competency requirements;
- Repeating coursework in which a passing grade was earned;
- Returning after being out of attendance over 180 days;
- Completing courses which do not apply to the student's program of study; and/or
- Taking courses concurrently.

Additionally, if it is determined that the SAP review did not align with the Financial Aid Payment Period, SAP will be reevaluated to coincide with the Financial Aid Payment Period and could affect the outcome of a previous SAP review.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on Academic and Financial Aid Warning for the following SAP increment.

Students are given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework earned after the period during which the student did not meet satisfactory academic progress is counted as a part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the

requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning, are placed on Academic and Financial Aid Probation for the following payment period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Probation period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Probation-Academic Plan

Students who are approved by the Appeals Committee for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation-Academic Plan or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan, and are required to meet specific academic requirements outlined in writing in an academic plan from the Registrar's Office. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation-Academic Plan. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

Students will be placed on Probation-Academic Plan for the first payment period/SAP increment while on the

academic plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan. Students who are not meeting plan requirements at the time of review will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Appeal of Academic Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements or the consecutive unsuccessful grades policy may appeal to be re-admitted to the University. Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu or electronically via the online *SAP Appeal* form or the *Unsuccessful Grades Dismissal Appeal* form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements or the consecutive unsuccessful grades policy, and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined previously and the student must present compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances,

experience, and/or successful completion of college level credits since the last appeal was submitted.

General Transfer Credit Provisions and Limitations

Students are responsible for reviewing their scheduled courses with their Student Advisor and informing him or her of any courses that they believe are duplicative or equivalent in content to previously completed coursework or nontraditional learning. Students may submit official transcripts to Ashford University for review of transfer credits at any time. However, transfer credit and/or nontraditional credit is not retroactive. Credits submitted and evaluated will not be accepted if they are duplicative of course work already earned at Ashford University, through transfer of credit, or nontraditional credit. Students are fully responsible for any charges for duplicative coursework taken at Ashford University.

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

Ashford University will provide an unofficial pre-evaluation of transfer credit upon request of the student and submission of unofficial transcripts. This service is intended to assist the student in determining how many transfer credits are likely to apply to an Ashford University degree and if transfer credit is equivalent to Ashford University courses prior to submission and evaluation of official transcripts. Pre-evaluation of transfer credit prior to the submission of official transcripts is NEVER a guarantee that a certain number of transfer credits will officially apply toward the student's specific degree program.

Once official transfer credit evaluation is completed, students are responsible for reviewing their degree progress reports and notifying their Student Advisors of any perceived discrepancies between credits completed and credits applied in transfer.

Duplication: It is the student's responsibility to ensure that transfer credits, nontraditional learning, and/or Ashford University coursework do not duplicate previous credit earned. A student may not earn credit by examination, nontraditional learning or transfer credits in an area in which he or she has completed an equivalent course/exam or a course of a similar level. Degree-seeking students should work with their Student Advisor to determine if

coursework will fit into their academic plan and not duplicate previous credit awarded.

Regression: It is the student's responsibility to ensure that transfer credits, nontraditional learning, and/or Ashford University coursework is not considered regression from previous credit earned. A student may not earn credit by examination, nontraditional learning or transfer credits in an area in which would be considered regression from previous courses/exams he or she completed. A student may not take Ashford University coursework in an area in which he or she has already completed a course that is more advanced in content level. Degree-seeking students should work with their Student Advisor to determine if coursework will fit into their academic plan and not be considered regression from previous credit awarded.

Applicants and/or students who have questions concerning their transfer credit evaluation and/or official degree progress report should contact their Student Advisor to discuss their concerns. Students requesting re-evaluation of specific transfer credits will be directed to the *Transfer Credit Appeal* form in the Student Portal at www.ashford.edu and are required to submit course descriptions and/or syllabi for the previous courses to be reviewed by the Office of the Registrar.

Transfer credits will be officially evaluated, based on review of official transcripts by the Office of the Registrar, in terms of curriculum. Courses similar in content and level will be accepted as equivalents to University courses based on the following criteria along with any program specific criteria:

- Transfer credits must carry college level academic credit (generally, 100-level or higher). Remedial or developmental course credit is not transferable into a program of study.
- Credits must have been earned with grade of "C-" or better from regionally accredited and approved nationally accredited colleges or universities. Transfer credits will generally be evaluated from each college or university independently.
- Credits from international institutions will be accepted based on a detailed evaluation from an approved evaluation service.
- Transfer credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- No general age limit on transfer credit from regionally accredited and approved nationally accredited institutions, with possible exceptions in

subject areas where there has been significant change. Requirements are noted in specific degree/major requirements.

- Graduate-level credits cannot be applied to undergraduate degrees.
- A quarter credit hour taken in transfer will be equated to two-thirds of a semester hour. When quarter credits are used as equivalencies to General Education requirements, the difference in required credits must be earned through completion of coursework necessary to achieve the total required credits for graduation. For example: A 3-quarter-credit course may be accepted as meeting General Education core or competency requirements but will equate to 2.00 credits applied towards that requirement. Therefore, one additional credit of coursework will be needed to meet General Education graduation requirements. A minimum of 5 quarter credits in Natural Science is required to meet the General Education Science requirement, if a laboratory component is included. If not, the equivalent of 6 semester credits, without a laboratory component, is required.
- Limitations on the number and type of transfer credits accepted are set by each Ashford University degree program.
- EXP 105, an introductory course, may be waived in certain circumstances. Please see *Bachelor's Program Course Sequencing* policy in this section of the *Catalog*.
- Capstone courses must be taken at Ashford University. Students may not use transfer credits or nontraditional credits to waive capstone course requirements, with the exception of GEN 499 General Education Capstone, in certain circumstances. Refer to *General Education Capstone* in the *General Academic Information and Policies* section of this *Catalog*.

Nationally accredited institutions granted accreditation by the following accrediting agencies will be considered in transfer:

- Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission (AARTS);
- Association of Biblical Higher Education (ABHE, formerly known as AABC);
- Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS);
- Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS);

- Distance Education Accrediting Commission (DEAC, , formerly known as DETC and NHSC); and
- Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS).

Credits from the following institutions will be considered for transfer for Ashford University Non-Competency General Education requirements if the course in transfer holds a grade of "C-" or higher and is equivalent to at least three semester credits. All other transfer courses from the following institutions will be considered as fulfilling elective credit requirements in Ashford University programs.

- Council on Occupational Education (COE, formerly known as SACS-COEI);
- Accrediting Council for Continuing Education and Training (ACCET);
- Accrediting Bureau of Health Education Schools (ABHES); and
- Accrediting Commission of Career Schools and Colleges (ACCSC)

Credits earned toward a Vocational Diploma/Certificate or Diploma/Certificate will not be considered for transfer, with the exception of a nursing (hospital) diploma.

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

Associate of Arts Transfer Credit, Prior Learning Credit, and Nontraditional Credit Provisions and Limitations

- Students in an Associate of Arts program may apply a maximum of 49 credits of combined nontraditional learning and/or transfer credits toward the 67 credits required for an Associate of Arts degree. Students in a 64 credit Associate of Arts program may apply a maximum of 46 credits of combined nontraditional learning and/or transfer credits toward the degree.
- A maximum of 30 nontraditional credits of which a maximum of 15 PLA credits may be applied toward degree completion on a course match basis.
- PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.
- A maximum of 9 credits with a "D" grade are transferrable into a program of study as long as the student's cumulative overall GPA is 2.0 or above. If students sign an *Authorization to Close File* form, their CGPA cannot be determined therefore, "D" grades cannot be applied. "D" credits cannot be

applied toward the major or toward General Education competencies at any time.

- Students who transfer in General Education courses or transfer from an Ashford Bachelor's program will be required to complete all of the course requirements for an Associate of Arts program, even if the student transfers in 64 credits or more.
- Washington residents may apply a maximum of 16 credits toward an Associate's degree from a combination of prior learning assessment or other nontraditional learning, including national testing programs, or credit recommendation services.
- Georgia residents may apply a maximum of 16 credits toward an Associate's degree from credit by examination and prior learning assessment.

Bachelor's Degree Transfer Credit, Prior Learning Credit, and Nontraditional Credit Provisions and Limitations

- A maximum of 90 credits of combined nontraditional learning, prior learning, and transfer credits may be accepted and applied toward the 120 credits required for a Bachelor's degree.
- Within the 90 credit maximum, a maximum of 75 credits of nontraditional credit, including a maximum of 30 credits of prior learning may be applied toward degree completion. These 75 credits can be any combination of acceptable types of nontraditional credit.
- Within the 75 credit nontraditional maximum, a maximum of nine (9) nontraditional credits may be applied toward the major requirements (including additional majors). Nontraditional credits may also apply up to a maximum of 50% of the requirements for a minor or specialization or 100% of the requirements for a transfer concentration. The content of nontraditional credits must be comparable to the content of the replaced course.
- Nontraditional credit may not be counted toward the residency requirement in a degree program.
- Nontraditional credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Nontraditional credit is posted to the transcript as credit earned (i.e., without a grade), and does not affect a student's grade point average.
- PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.
- A maximum of 9 credits with a "D" grade are transferable into a program of study as long as the

student's cumulative overall GPA is 2.0 or above. If students sign an *Authorization to Close File* form, their CGPA cannot be determined therefore, "D" grades cannot be applied. "D" credits cannot be applied toward the major or toward General Education competencies at any time.

- Maximum allowance of six (6) credits may be accepted for software applications courses.
- Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- Credits earned from a regionally or approved nationally accredited institution as part of an Associate degree where a student earned a 2.0 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of a Bachelor's program*, with the exception of EXP 105 (introductory course) and the General Education Capstone, if one of the two subsequent conditions is satisfied:
 - The student meets the General Education requirements for Bachelor degrees offered through state universities in which the college granting the Associate degree resides; OR
 - The transfer credits have been evaluated and deemed acceptable by the University Registrar's Office.

*This does not constitute a waiver of any course required to earn a particular major.

- Associate of Applied Science (AAS) degrees will not be accepted as fulfilling the General Education or competency requirements. Credits earned in an AAS degree or a certificate program will be evaluated on an individual basis for application toward the Bachelor's degree. Courses taken that are similar to those taken in an Associate of Arts or Associate of Science degree program will be accepted in transfer.
- Washington residents may apply a maximum of 30 credits toward a Bachelor's degree from any combination of prior learning assessment or other nontraditional learning, including national testing programs, or credit recommendation services.
- Georgia residents may apply a maximum of 30 credits toward a Bachelor's degree from credit by examination and prior learning assessment.

Nontraditional Credits

Ashford University recognizes the uniqueness of each student's experience and realizes that learning takes place in a variety of environments. Nontraditional credits can be awarded in three ways: through national testing programs,

through national credit recommendations, and through prior learning assessment. National testing programs include AP: Advanced Placement, Berlitz, CLEP: College Level Examination Program, DSST: DANTES Subject Standardized Tests, Excelsior: UExcel, IB: International Baccalaureate and TECEP: Thomas Edison College Examination Program. National credit recommendations include ACE: American Council on Education, and National CCRS: National College Credit Recommendation Service. Prior learning assessment includes Sponsored Professional Training and Experiential Essays. National testing programs and national credit recommendations should be transferred in through the Registrar's Office. All Prior Learning submissions should be processed by the Prior Learning Assessment Department. Please review the *Nontraditional Credit Provisions and Limitations* sections for additional information regarding nontraditional credits.

Prior Learning Assessment (PLA)

The Ashford University Prior Learning Assessment program allows students pursuing an Associate's or a Bachelor's degree the opportunity to earn credit for college-level learning that occurs outside a traditional classroom setting. The program complies fully with the Council for Adult and Experiential Learning (CAEL) standards for excellence. Credit will only be awarded in areas that fall within the regular curricular offerings at Ashford University.

Students may earn credit through the Prior Learning Assessment program in two ways:

Through Sponsored Professional Training: Students may participate in the Sponsored Professional Training component of PLA by providing the following documentation:

- Evidence of successful completion (i.e., official certificate or letter)
- Evidence of length of course (number of contact hours)
- Evidence of course content (i.e., syllabus or handouts)
- Contact information for course instructor/work supervisor (current phone/email)
- Credit Rationale Paper for each submission/topic

Ashford University faculty will evaluate the submission of Sponsored Professional Training for evidence of college-level learning. Applicable fees for evaluation of Sponsored Professional Training are listed in the *Financial Information* section of this *Catalog*. Payment for evaluation is charged per credit submitted for evaluation and does not guarantee that credit will be awarded. PLA

credit cannot be awarded for a course previously taken with the University when a failing grade was received.

Through Experiential Learning: Students may participate in the experiential learning component by first enrolling in the experiential learning course, EXP 200 Fundamentals of Adult Learning. EXP 200 is a 3-credit elective course, and per-credit tuition is charged at the regular rate outlined in the current tuition and fee schedule in the Financial Information section of this *Catalog*. Upon successful completion of EXP 200, students may submit one or more experiential essays for review. Ashford University faculty will evaluate the experiential essay submission for evidence of college-level learning applicable to the student's Ashford University degree program. Additional charges apply per evaluation submitted, as outlined in the tuition and fee schedule in the *Financial Information* section of this *Catalog*. Payment for evaluation is charged per essay submitted for evaluation and does not guarantee that credit will be awarded.

Students may participate in one or both PLA components depending on their experience, background, and need.

Prior Learning Assessment credit awarded at another regionally or approved nationally accredited institution may be transferred to Ashford University with the approval of the Ashford University Registrar and the Department of Prior Learning Assessment, if the content area falls within the regular curricular offerings of Ashford University. In order to be applied toward an Ashford University degree, transcript records must include PLA subject area and/or content information. Students may also be required to submit the original PLA documentation. Such transfer credit counts toward the nontraditional credit maximum applicable in a degree program.

Prior Learning Assessment applies to students pursuing Associate's or Bachelor's degrees. It does not apply to students pursuing a graduate degree or non-degree seeking students. To be eligible for PLA, undergraduate students must be fully admitted, satisfy the English Proficiency requirement, and successfully complete their first course at Ashford. Additionally,

- Prior Learning Assessment credit may be applied to an Associate of Arts program on a course match basis only;
- PLA cannot be used to waive EXP 105, or a Capstone course; and,
- Prior learning assessment credit may or may not be transferable. It is the student's responsibility to find out if credits will transfer to an institution that the student may plan to attend in the future.

Students who have formally completed the PLA process but disagree with the final credit decision may be eligible to appeal. Please contact the Department of Prior Learning

Assessment to discuss the appeal process. Please read the *Nontraditional Credit Provisions and Limitations* for more information in this section of the *Catalog*.

Articulation Agreements

Ashford University enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer under the terms and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and *Ashford University Academic Catalog* at the time the student is enrolled into his or her Ashford University program. A list of schools with which Ashford University has established articulation agreements, terms of articulation and transfer guides outlining all articulated courses by degree program can be found on Ashford University's website at www.ashford.edu/admissions/community_colleges.htm.

Associate's Program Academic Policies

General Education Courses in Associate's Programs

While the General Education courses in each Associate degree program are recommended, Associate's students may speak with their Student Advisor if they would prefer to take a different 100 to 200-level General Education course. This policy does not apply to core courses in the Associate degree program.

Residency Requirements in Associate's Programs

Students enrolling into an Associate of Arts degree program must successfully complete a minimum of eighteen (18) credits of Ashford University courses and all other program requirements for degree completion. Credits earned through Prior Learning Assessment are not included in the 18-credit calculation. Students are not required to complete their final course toward degree completion at Ashford University.

Progression Requirements in Associate's Programs

Associate of Arts students will be required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the *Admission Policies and Procedures for Associate of Arts Degree Programs*.

Following successful completion of orientation, students are required to successfully complete EXP 105 Personal Dimensions of Education as their first course. Unsuccessful completion of EXP 105 will result in the rescheduling of the course and revision of future course sequence. EXP 105 satisfies an Associate of Arts core program requirement and cannot be replaced or waived by transfer credit. Associate of Arts students will be registered, per the program of enrollment indicated on their Admissions Application, for the full Associate of Arts program course sequence.

Students may request changes to course registration in writing to their Enrollment Services Advisor, University Advisor or Student Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Enrollment Services Advisor/University Advisor and Student Advisor, in writing, of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

Bachelor's Program Academic Policies

Residency Requirements in Bachelor's Programs

At least 30 credits included in the degree must be Ashford University credits. Credits earned through Prior Learning Assessment are not included in the 30-credit calculation. Students are not required to complete their final course toward degree completion at Ashford University.

Progression Requirements for Bachelor's Programs

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

- Any introductory course requirements;
- The English Proficiency requirement;
- The General Education Information Technology Competency; and
- The Communication Competencies I & II.

Students who meet all progression requirements will be allowed to take approved 100 or 200 level courses in their respective majors (if applicable), as long as they are taken in the prescribed order and meet all prerequisite requirements. Once students meet the above requirements

and successfully earn at least 30 credits, they will be allowed to take 300 or 400 level major courses, as long as they are taken in the prescribed order and meet all prerequisite requirements.

Bachelor's Program Course Sequencing

All Bachelor's program students are required to successfully complete EXP 105 Personal Dimensions of Education as their first course. Students with zero (0) traditional college-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the *Admission Policies and Procedures for Online Bachelor's Degree Programs*. Following successful completion of orientation, students are required to successfully complete EXP 105. Unsuccessful completion of EXP 105 will result in the rescheduling of the course and revision of future course sequence. A minimum grade of C- is required to successfully complete the course. EXP 105 is considered an introductory course requirement and cannot be replaced or waived by credit in transfer, unless a student provides proof of one of the following:

- 90 credits of lower-division transfer credits that are applicable to the student's chosen degree program prior to initial program enrollment;
- A previously earned Bachelor's degree at Ashford University, or from a regionally or approved nationally accredited institution; or
- A Bachelor's degree from a country other than the United States that has been evaluated by an approved evaluation service, and accepted by Ashford University as equivalent to a Bachelor's degree in the United States.

Students who have not previously completed the coursework applicable to the Ashford University General Education requirements, and have not fulfilled the Bachelor's progression requirements, will generally be enrolled in the General Education course sequence or in specific General Education courses required for degree completion and then progress into their appropriate major course sequence. Students who do not wish to take any or all of the General Education course sequence through Ashford University must generally fulfill the Bachelor's progression requirements and contact their Student Advisor to request a schedule change in order to begin major coursework.

Students may request changes to course registration by contacting their Enrollment Services Advisor, University Advisor, or Student Advisor and should include any appropriate supporting documentation. It is the student's responsibility to inform his or her Enrollment Services Advisor/University Advisor and Student Advisor of

potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

The following General Education course sequence is the standard for the University. On occasion, courses may be substituted to satisfy specific General Education requirements.

General Education Course Sequence:

- EXP 105 Personal Dimensions of Education (3 credits) (introductory course)
- PSY 202 Adult Development & Life Assessment (3 credits)
- ENG 121 English Composition I (3 credits)
- INF 103 Computer Literacy (3 credits) OR GEN 103 Information Literacy (3 credits)
- ENG 122 English Composition II (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- ENG 125 Introduction to Literature (3 credits)
- ENG 225 Introduction to Film (3 credits)
- PHI 103 Informal Logic (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- POL 201 American National Government (3 credits)
- HIS 206 United States History II (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- SCI 207 Dependence of Man on the Environment (4 credits)
- MAT 221 Introduction to Algebra (3 credits)
- MAT 222 Intermediate Algebra (3 credits)
- GEN 499 General Education Capstone (3 credits)
Capstone prerequisite: Completion of a minimum of 75 credits

Transfer Concentration Guidelines for Bachelor's Programs

Transfer concentrations are intended for Bachelor's students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission.

Students must petition for a transfer concentration in a defined subject area and submit a minimum of twelve (12) credits of coursework before approval is granted. In rare cases, a student with some transfer coursework completed in a given subject area may petition to the University

Registrar's Office, after admission, to complete part of a concentration through Ashford University coursework.

- Transfer concentrations generally will not be approved in fields of study that lead to licensure or certification.
- Transfer credits will only be applied toward the required coursework in applicable majors if the student has maximized all other transfer credit possibilities within the Bachelor's degree and has otherwise earned enough upper-division credits to meet program requirements. Otherwise, transfer concentration coursework will be applied toward elective credit.
- A student can earn more than one transfer concentration as long as each transfer concentration has at least six credits that do not apply to another concentration or major.
- Students earning transfer concentrations with substitutions against major coursework are not exempt from the minimum requirement for earning thirty (30) upper-division credits.

SMART Track Program Requirements for Bachelor's Programs

Students enrolled in an Ashford University Bachelor's degree program may be eligible to enroll in up to six (6) credits (nine (9) applicable credits for the MACC, MBA, MPA or MSCJ programs) of graduate-level coursework toward their Bachelor's degree and accelerate completion of a Master's degree with Ashford University.

Bachelor's Program Stipulations and Requirements for Enrolling and Applying Master's-Level Coursework

- Students in a Bachelor's-level program offered at Ashford University may attempt up to six (6) Master's-level credits* offered at Ashford University to satisfy elective requirements in their Bachelor's program.
- Bachelor's-level tuition applies to any AU Master's-level coursework attempted as part of the Bachelor's program. Students are limited to six (6) attempted credits* at the Bachelor's-level tuition rate (AU Military Grant rates are applicable for students who qualify). Financial aid is also awarded at the Bachelor's-level.
- Students are not permitted to retake Master's-level courses attempted while enrolled in a Bachelor's program. Only one attempt per Master's course is permitted at the undergraduate-level (W and WF grades included).

- Master's-level coursework attempted as part of a Bachelor's program is applied toward the Bachelor's-level cumulative grade point average (CGPA).
- Enrollment in the Master's degree program begins after an applicant has been formally admitted to the program by submitting an application indicating an earned Bachelor's degree. Students are subject to the academic requirements that are in effect at the time of enrollment in the Master's degree program. Any Master's degree requirements that have been satisfied by coursework taken as part of the SMART Track will be considered fulfilled.
- Unless otherwise stipulated by program, the graduate-level coursework will apply toward elective credit requirements.
- Master's-level courses taken while enrolled in a Bachelor's program will count toward the upper division credit requirement.
- Graduate-level courses are normally six (6) weeks in length; therefore enrollment may extend graduation dates and may delay financial aid disbursement timing.
- Graduate-level courses are graded as follows: A, B, C, F, W, WF, or I. Plus, Minus, and D grades are not awarded in graduate-level coursework.
- Students may not apply more than 9 credits of graduate coursework to their Bachelor's degree program.

SMART Track Courses

Specific graduate-level courses for which Bachelor's students are eligible to enroll may be stipulated by each Master's degree program. The following courses have been designated by program for SMART Track student enrollment. Enrollment in any courses other than those subsequently designated must be approved by the appropriate Dean, University Provost or designee.

Master of Accountancy

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

Master of Arts in Education

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

Master of Arts in Health Care Administration

- MHA 601 Principles of Health Care Administration (3 credits)
- MHA 622 Health Care Ethics & Law (3 credits)

Master of Arts in Organizational Management

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

Master of Arts in Psychology

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

Master of Arts in Special Education

- ESE 601 Introduction to Students with Exceptionalities in the School Setting (3 credits)
- ESE 603 Law & Ethics in Special Education (3 credits)

Master of Arts in Teaching and Learning with Technology

- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)

Master of Business Administration

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)

Master of Public Administration

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- *BUS 599 Introduction to Quantitative Principles (3 credits)

Master of Science in Criminal Justice

- *CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)

*Otherwise eligible students enrolled in a Bachelor's degree program who plan to apply to the Ashford University MACC or MBA program may take BUS 591 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite

course to the MACC or MBA program. Students who plan to apply to the Ashford University MPA program may take BUS 599 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite course to the MPA program. Students who plan to apply to the Ashford University MSCJ program may take CRJ 501 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite course to the MSCJ program.

SMART Track Student Eligibility

Students must meet the following criteria in order to take Master's-level coursework in a Bachelor's program:

- Must be a senior-level student with 108+ credits earned toward a Bachelor's degree at Ashford University. Students may be pre-qualified and enrolled in SMART Track courses when 105 credits are earned in anticipation of 108 credits completed prior to beginning SMART Track coursework.
- Must have a 2.75 or higher cumulative GPA to begin a Master's-level course.
- Must meet any prerequisite coursework requirements for each course.
- Must indicate to their Student Advisor that they plan to apply for admission to a specific Master's degree program at Ashford University upon completion of the Bachelor's degree, and request the courses through their Student Advisor.
- Must be in good financial standing at Ashford University.
- Students must complete a *SMART Track Request* form.

Applying Coursework Taken at Bachelor's Level to Ashford University Master's Programs

Students who graduate from an Ashford University Bachelor's program may apply up to six (6) applicable Master's level credits (or nine (9) applicable credits for the MACC, MBA, MPA, or MSCJ programs) earned as part of their Bachelor's program to an Ashford University Master's program. In order to be applied toward completion of an Ashford University Master's program, courses taken at the Bachelor's level must be:

- Applicable to the specific Ashford University Master's program in which the student enrolls.
- Students are encouraged to complete the graduate level course with a "B" or higher. *Grades earned in Master's level courses completed as part of an*

undergraduate program will be calculated into the graduate-level cumulative grade point average (CGPA).

Students who have successfully completed BUS 591 as part of their Bachelor's degree program with a grade of "C" or higher have also satisfied this prerequisite in the MBA.

Students who have successfully completed BUS 599 as part of their Bachelor's degree program with a grade of "C" or higher have also satisfied this prerequisite in the MPA.

Graduation Requirements for Bachelor's Degrees

To be eligible for a Bachelor's degree, a student must successfully accomplish the following:

- Completion of the General Education requirements, including competencies;
- Completion of a minimum of 120 total credits, including a minimum of 30 credits of upper-division courses and 18 credits of upper-division coursework in the major;
- Completion of all required major, minor, and specialization course requirements;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University (a cumulative grade point of 2.50 is required for major coursework taken at Ashford University in the Bachelor of Science in Health Information Management and the Bachelor of Science in Nursing); and
- Minimum of 30 credits earned toward a Bachelor's degree must be completed at the University as a matriculated student (residency requirement).

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Programs will be noted on the transcript as shown on the program heading. Programs with transfer concentrations or specializations are also noted on the transcript.

Forbes School of Business: Undergraduate Programs and Requirements

Bachelor of Arts in Accounting

Students pursuing the Accounting major at the University will develop the necessary analytical, conceptual, technical knowledge and proficiency in accounting. The curriculum will enable students to better understand the internal and external business environment through study in business administration, economics, and quantitative methods. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaa.

Special Terms and Conditions: Successful completion of this program by itself does not qualify a student to sit for the Certified Public Accountant (CPA) examination. All prospective students are advised to contact individual state boards of accounting for additional information relating to licensure requirements (e.g., education and work experience and any potential restrictions, such as prior criminal convictions) prior to enrolling. A list of state accounting boards is available here: www.nasba.org/stateboards/. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

Additionally, students may wish to seek a Certified Management Accountant designation. Information on the CMA exam can be found at their website (www.imanet.org). Students are advised that a degree program is different from an exam preparation course and they may need more education in addition to work experience in order to successfully pass the examination.

Program Outcomes

Accounting major graduates will be able to:

1. Demonstrate fundamental accounting principles and procedures;
2. Employ technology tools related to the area of accounting;
3. Analyze alternatives to complex accounting problems;
4. Integrate accounting and finance information in business decision making; and
5. Analyze the legal, regulatory and ethical issues in the practice of accounting.

Program Requirements

Total number of credits required: 120 credits
Introductory Course Requirement: 3 credits
General Education Requirements: *52 credits
Major Course Requirements: *42 credits
Electives: 26 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*
- ACC 308 Accounting Information Systems (3 credits)
- ACC 305 Intermediate Accounting I (3 credits) *Prerequisite: ACC 206*
- ACC 306 Intermediate Accounting II (3 credits) *Prerequisite: ACC 305*
- ^BUS 308 Statistics for Managers (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- ACC 310 Cost Accounting I (3 credits) *Prerequisite: ACC 206*
- ACC 380 Accounting for Not-For-Profit Organizations (3 credits) *Prerequisite: ACC 206*
- BUS 311 Business Law I (3 credits)
- ACC 401 Federal Income Taxes I (3 credits) *Prerequisite: ACC 205*
- ACC 407 Advanced Accounting (3 credits) *Prerequisites: ACC 306 and ACC 310*
- ACC 410 Auditing (3 credits) *Prerequisites: ACC 306, ACC 310, GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Please note, student who have successfully completed ACC 201 and/or ACC 202 at the Associate's level will be

waived from ACC 205 and/or ACC 206 respectively at the Bachelor's level.

Bachelor of Arts in Business Administration

The BA in Business Administration will provide students with the technical knowledge, critical thinking skills, and the ability to communicate ideas in a collaborative environment. Graduates will be equipped with a practical understanding of these and other important business concepts and skills. Ashford University takes great pride in ensuring that students are challenged to open their minds to new ways of thinking and problem solving. The BA in Business Administration degree will assist students in meeting both personal and professional goals. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaba.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Administration major graduates will be able to:

1. Collaborate to achieve team goals;
2. Develop an awareness of their leadership style;
3. Evaluate a situation and apply an effective leadership style;
4. Use technology tools related to their area of emphasis;
5. Manage change within a dynamic business environment; and
6. Create a strategic business plan.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 29 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- *CGD 218 Visual Literacy in Business (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*
- BUS 311 Business Law I (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205, ECO 203 or ECO 204; GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Transfer Concentration Option

Students may add a transfer concentration to the BA in Business Administration program by transferring in 12 applicable credits in one of the following areas:

- Business Management
- Marketing
- Accounting
- Finance
- Hospitality Management
- Retail Management
- Computer Science Studies

Transfer concentrations are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: BUS 303, MGT 415, MGT 435, and PHI 445. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Business Economics

The Bachelor of Arts in Business Economics links the fields of economics and business to provide students with an understanding of the theoretical and practical approaches of economics while preparing graduates for employment in a continually changing global and technologically innovative business environment. It prepares students for employment in a variety of business fields, particularly finance, banking, business management, and government service. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obabe.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Economics major graduates will be able to:

1. Assess business facts and interpret them consistent with economic thinking;
2. Understanding of how decision makers allocate scarce resources to achieve economic efficiency;
3. Apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
4. Integrate economic models to analyze the impact of various fiscal monetary, and trade policies on a nation's economy.

Program Requirements

Total number of credits required: 120 credits
 Introductory Course Requirement: 3 credits
 General Education Requirements: *52 credits
 Major Course Requirements: *45 credits
 Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits) *Prerequisite: ECO 100 or ECO 203*
- ECO 320 International Economics (3 credits)
- ^ECO 342 Principles of Econometrics (3 credits) *Prerequisite: BUS 308*
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 450 International Finance (3 credits)
- ECO 406 Business Cycles & Growth (3 credits) *Prerequisite: ECO 203*
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205, ECO 203 or ECO 204; GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Business Information Systems

The Bachelor of Arts in Business Information Systems program enables graduates to understand the interaction, planning, development, and operations of information systems and information sharing within a business or organization. Courses focus on information technology planning, networking, e-business strategies, strategic data utilization, and business management, as well as problem solving and leadership in designing, developing, and

implementing new or existing information systems within businesses and organizations. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obabis.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Information Systems major graduates will be able to:

1. Apply analytical, logical, and critical thinking abilities in the development of effective information systems solutions;
2. Evaluate information systems and enterprise solutions appropriate to meet presented business challenges;
3. Compare and contrast the local and global impact of computing on individuals, organizations, providers, and society;
4. Develop alternative information systems solutions appropriate for addressing business problems;
5. Evaluate processes that support the delivery and management of information systems within the business application environment;
6. Apply knowledge to make responsible decisions when addressing professional, ethical, legal, and social issues and responsibilities relevant to the Information Technology discipline; and
7. Employ collaborative team skills to accomplish a common goal.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- INF 220 IS Principles (3 credits) *Prerequisite: INF 103*
- BUS 311 Business Law I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- *COM 340 Technical Writing (3 credits)
- **INF 231 Programming Concepts (3 credits) *Prerequisite: INF 103*
- INF 340 Business Systems Analysis (3 credits)
- ***^INF 322 Database Management Systems (3 credits) *Prerequisite: INF 231*
- INF 325 Telecommunications & Networking Concepts (3 credits) *Prerequisite: INF 231*
- BUS 352 e-Business (3 credits)
- INF 410 Project Management (3 credits)
- INF 336 Project Procurement Management (3 credits) *Prerequisite: INF 103*
- MGT 497 Strategic Technology Planning for Organizations (3 credits) *Prerequisites: MGT 330; INF 340; GEN 499*

* Satisfies General Education requirements.

**Please note that some applications in this course may require additional hardware, software, and/or internet connectivity requirements. This includes use of Windows XP with Service Pack 2.0 or higher and broadband Internet access.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Business Leadership

The Bachelor of Arts in Business Leadership focuses on understanding the skills and knowledge necessary to be an effective leader in business organizations. The program emphasizes theory and practice through a comprehensive curriculum of communications, industrial/organizational psychology, conflict management, organizational behavior, social responsibility, motivation, strategic management, and leadership. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obabl.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Business Leadership major graduates will be able to:

1. Examine the influence of leadership, vision, and strategic planning in a variety of organizations and environments;
2. Assess the process of leading others in environments increasingly characterized by change and complexity;
3. Apply principles of human behavior and motivation to maximize use of human resources;
4. Analyze methods of organization change and development; and
5. Evaluate the most recent tools and concepts emerging in management and leadership.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 35 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- BUS 119 Principles of Personal & Organizational Leadership (3 credits)
- *BUS 250 Corporate & Social Responsibility (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 318 Organizational Behavior (3 credits) Prerequisite: BUS 201 or MGT 330
- *PSY 302 Industrial/Organizational Psychology (3 credits)

- BUS 340 Business Communications (3 credits)
- *COM 325 Communication & Conflict (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 425 Leadership & Motivation (3 credits)
- MGT 321 Assessing Leadership Skills (3 credits)
- BUS 370 Organizational Development (3 credits) Prerequisite: BUS 201 or MGT 330 or HCA 459
- MGT 450 Strategic Planning for Organizations (3 credits) Prerequisite: MGT 330
- MGT 460 Leadership Priorities & Practice (3 credits) Prerequisite: GEN 499

* Satisfies General Education requirements.

Bachelor of Arts in Consumer and Family Financial Services

The Bachelor of Arts in Consumer and Family Financial Services program is designed to prepare students for careers in insurance, investments, or family financial advisement. While this program provides students with a comprehensive knowledge of business finance, personal financial planning, investment management, life and health insurance, property and casualty insurance, principles of banking, consumer lending, international finance, financial institutions, and trust operations, it is distinct from a pure corporate finance program due to its focus on individual and personal support. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacffs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Consumer and Family Financial Services major graduates will be able to:

1. Analyze and communicate financial information to individual consumers;
2. Assess legal concepts and their application to the individual investor;

3. Evaluate the U.S. banking system and its regulation, examination, and control and the personal account limits of the various regulatory agencies;
4. Assess the role of advisor in the provision of business services to clients;
5. Develop a life-time financial plan;
6. Examine the role of life, health, property, and casualty insurance in business and personal financial planning; and
7. Evaluate various types of investments in terms of their risks and potential returns.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- BUS 215 Personal Financial Management (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- SRV 301 Introduction to Service Management (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 323 Risk Management & Insurance (3 credits)
- BUS 342 Financial Planning & Practice (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 405 Principles of Investments (3 credits)
- ACC 401 Federal Income Taxes I (3 credits)

- BUS 458 Consumer & Family Finance Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in eMarketing

The Bachelor of Arts in eMarketing degree prepares student to compete in areas of advertising, marketing, promotions, public relations, and coordinate the market research, develop marketing strategy, assess sales data, create advertising pieces, promote products or service, initiate pricing policy, participate in product development, and brand management from an e-business perspective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaem.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

eMarketing major graduates will be able to:

1. Evaluate marketing situations and make informed marketing decisions;
2. Examine the significance of global markets and the universal marketing processes to develop global marketing plans applying alternative media approaches;
3. Apply computer applications used by the e-marketing profession in an e-business solution; and
4. Assess the business as an integrated system including the relations among the functional business areas, and the application long-range planning, implementation and business control systems.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- BUS 455 Internet & Social Media Marketing (3 credits) *Prerequisite: BUS 330*
- BUS 497 e-Marketing Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Entrepreneurship

Business is inherently entrepreneurial in nature but the skill set and knowledge required to be an entrepreneur are different from those required of other business managers. Ashford University's Bachelor of Arts in Entrepreneurship curriculum was designed to help emerging entrepreneurs build successful businesses and harness opportunities. The program takes students through a course of study that educates them in sound business principles, preparing a business plan, and how to finance and manage a small business. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obae.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Entrepreneurship major graduates will be able to:

1. Assess the risks involved in an entrepreneurial venture;
2. Analyze the impact of the political, legal and ethical environment on entrepreneurial ventures;
3. Analyze emerging issues facing emerging businesses in competitive markets;
4. Integrate the functional areas of business in the strategic planning process; and
5. Construct a business plan for an entrepreneurial venture.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)

- BUS 362 Introduction to Entrepreneurship (3 credits)
- BUS 365 Creativity & Innovation (3 credits) *Prerequisite: BUS 362*
- BUS 368 Venture Capital & Banking (3 credits) *Prerequisite: BUS 362*
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 435 Small Business Ventures (3 credits) *Prerequisite: BUS 362*
- BUS 433 New Business Strategy (3 credits) *Prerequisite: BUS 362*
- BUS 437 Business Plan Development (3 credits) *Prerequisites: BUS 362 and GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Finance

The Bachelor of Arts in Finance provides students with an understanding of financial analysis, financial management, and financial systems. It prepares students for employment in a variety of business fields including credit manager, trust administrator, financial planning, financial services, banking, real estate, corporate financial management, risk management and insurance, and securities sales and management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaf.

Special Terms and Conditions: A degree in finance prepares a student for many different career options. Some of these career options will require holding specific certifications such as Certified Financial Planner, Chartered Financial Analyst or FINRA registration. While a degree program provides a wide background in the finance field, Ashford University does not guarantee that any student is prepared for any certification examination at the completion of their degree. You are encouraged to research the requirements of each organization so that you can see how your education and work experience can help prepare you for the designation you will need.

Program Outcomes

Finance major graduates will be able to:

1. Demonstrate problem solving skills including the ability to analyze business and financial conditions;
2. Apply financial theories to conduct financial analysis;

3. Understand how to measure and achieve the efficiency use of financial resources;
4. Evaluate the political, social, legal, regulatory, and technological issues in the context of micro- and macro-finance; and
5. Understand the business as an integrated system including the relations among the functional areas, and the application long-range planning, implementation and control systems.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*
- BUS 215 Personal Financial Management (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits) *Prerequisite: ECO 100 or ECO 203*
- BUS 323 Risk Management & Insurance (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 405 Principles of Investments (3 credits) *Prerequisite: BUS 401*
- BUS 450 International Finance (3 credits)

- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Human Resources Management

The Bachelor of Arts in Human Resources Management degree program is designed for students seeking to acquire a concentration of human resource knowledge within a broad base of business concepts. Students will explore and acquire insights into the relationship between the organization's ability to implement its strategic intent through the HR organization's functional areas like recruitment and selection, training and development, compensation and benefits. All students must complete a capstone requirement which integrates content across the degree program and validates the students' knowledge. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahrm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Human Resources Management major graduates will be able to:

1. Evaluate internal and external organizational environments and the impact of their interrelationships on human resource functions;
2. Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development;
3. Examine the interaction among management, labor, and labor law;
4. Assess and develop methods designed to prevent employer liability and labor relation issues (anti-discrimination statutes, employee and labor

relations, union and non-union environment issues); and

5. Analyze the ethical, legal, and safety challenges faced in the workplace.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 318 Organizational Behavior (3 credits) *Prerequisite: BUS 201 or MGT 330*
- *ECO 204 Principles of Microeconomics (3 credits)
- MGT 435 Organizational Change (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 370 Organizational Development (3 credits) *Prerequisite: BUS 201 or MGT 330 or HCA 459*
- BUS 372 Employee & Labor Relations (3 credits) *Prerequisite: BUS 303*
- BUS 375 Employee Training (3 credits) *Prerequisite: BUS 303*
- HRM 400 Human Resource Technology Management (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 434 Compensation & Benefits Management (3 credits) *Prerequisite: BUS 303*
- MGT 490 Strategic Human Resources Planning (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in International Business

Business is inherently international in nature and the success or even survival of modern multinational enterprises is largely dependent upon highly skilled business professionals competent in international business practices and strategies. The Bachelor of Arts in International Business degree program provides the essential body of knowledge for students seeking well-defined careers in international business and skills required for professional advancement and business prosperity. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaib.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

International Business major graduates will be able to:

1. Apply basic business practices to resolve international business problems;
2. Assess market globalization factors and typical business strategies for competing in foreign markets;
3. Construct a country strategic risk assessment that includes all the relevant factors for firms operating overseas or thinking of entering new markets;
4. Integrate culturally sensitive concepts into team communication; and
5. Analyze emerging issues facing countries or businesses in international markets.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 35 credits

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

*In this program, 15 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- *COM 360 Advanced Communications in Society (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ECO 320 International Economics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- *BUS 357 International Business (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 378 International Business Law (3 credits)
- BUS 439 International Human Resources Management (3 credits)
- *POL 353 Comparative Politics (3 credits)
- BUS 450 International Finance (3 credits)
- MGT 492 Strategic Management for the Multinational Enterprise Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Operations Management and Analysis

The Bachelor of Arts in Operations Management and Analysis program prepares students to be operations managers who possess the analytical, problem-solving, and behavioral management skills needed to diagnose problems, improve operating systems, and communicate and gather support for required system improvements that contribute to a business' success. It prepares students for employment in a variety of business fields, particularly manufacturing, production control, distribution, inventory control, quality management, and supply chain management. For more information about on-time completion rates, the median loan debt of students who

completed this program, and other important information, please visit www.ashford.edu/pd/obaoma.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Operations Management and Analysis major graduates will be able to:

1. Apply systems analysis to management decisions and operational success;
2. Assess methods of quality management, product and service development, and learn processes in business operations;
3. Develop skills in managing projects and programs;
4. Examine globalization effects on the organization's operations, supply chain, and product or services production; and
5. Understand effective decision-making, problem-solving, and technical skills required in management.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*

- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 337 Integrated Cost & Schedule Control (3 credits) *Prerequisites: ACC 205 and BUS 308 or MAT 332*
- INF 340 Business Systems Analysis (3 credits) *Prerequisite: Information Technology competency*
- BUS 461 Decision Modeling & Analysis (3 credits) *Prerequisites: MGT 330 and BUS 308*
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- INF 410 Project Management (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Organizational Management

The Organizational Management program is designed for students who have work experience and desire to improve their understanding of how organizations function and develop effective skills in management and leadership. The curriculum places emphasis on the human side of managing organizations, allowing for skill development in communication, group behavior, decision making, human resource management, and ethics. Focused attention is given to defining and understanding strategic planning, financial management, law, and marketing areas in which an organizational leader must be knowledgeable to be effective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaom.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to

carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Organizational Management major graduates will be able to:

1. Examine one's personal leadership style and determine its appropriateness to various organizational situations;
2. Demonstrate appropriate decision-making skills in organizational contexts;
3. Formulate strategies for effective team development;
4. Analyze alternative solutions for complex business problems;
5. Compare and contrast individual characteristics that influence work behaviors and organizational effectiveness; and
6. Analyze the impact of social problems on the workplace at the individual, group, organizational, and societal levels.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *30 credits

Electives: 44 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (30 credits)

- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- *SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- *COM 425 Communication in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

- BUS 303 Human Resource Management (3 credits)
- MGT 450 Strategic Planning for Organizations (3 credits) *Prerequisite: MGT 330*
- *PHI 445 Personal & Organizational Ethics (3 credits)
- MGT 460 Leadership Priorities & Practice (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Transfer Concentration Option

Students may add a transfer concentration to the Bachelor of Arts in Organizational Management program by transferring in 12 applicable credits in a defined subject area. Transfer concentrations are not required and are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: COM 425, MGT 415, PHI 445, and SOC 402. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Project Management

The Bachelor of Arts in Project Management program provides students with the critical skills needed to manage projects and lead project teams. Students learn how to initiate, plan, execute, control, and close projects. Students also learn critical skills related to leadership, team development, risk analysis, project cost management, schedule/task control, effective communication, and quality control. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapm.

Special Terms and Conditions: Successful completion of this degree by itself does not qualify a student to sit for any certification examinations offered by the Project Management Institute (PMI) including: the Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Program Management Professional (PgMP), PMI Agile Certified Practitioner (PMI-ACP), PMI Risk Management Professional (PMI-RMP), or the PMI Scheduling Professional (PMI-SP). Graduates of this program may meet some of the requirements to sit for PMI certification exams, but, it is the responsibility of each student or graduate to research the requirements for each. In most instances, the requirements to sit for a PMI certification exam include a secondary diploma or a four year degree, and a certain number of documented hours of project management experience.

The Project Management Institute (PMI) is an independent entity not affiliated with Ashford University. Successful completion of this degree does not fully qualify a student for any PMI certification. Students or graduates that are interested in pursuing PMI certifications are strongly encouraged to visit their website (www.pmi.org) for additional information.

Program Outcomes

Project Management major graduates will be able to:

1. Apply proven project management principles to business situations;
2. Apply current project management best practices to initiate, plan, execute, control, and close a well-documented project;
3. Examine successful project team development and management strategies;
4. Assess how project management practices can support organizational effectiveness and the corporate strategic planning process;
5. Evaluate the role of risk in projects and ways to mitigate its effects;
6. Examine the application of ethics to the practice of project management;
7. Integrate dynamic business data using relevant technology solutions.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281
- BUS 303 Human Resource Management (3 credits)

- ^BUS 308 Statistics for Managers (3 credits)
- INF 410 Project Management (3 credits)
- INF 337 Integrated Cost & Schedule Control (3 credits) *Prerequisites: ACC 205 and BUS 308 or MAT 332*
- *PHI 445 Personal & Organizational Ethics (3 credits)
- INF 338 Leadership & Communication Skills for Project Managers (3 credits) *Prerequisites: MGT 330 and Communication I and II competency*
- INF 336 Project Procurement Management (3 credits) *Prerequisite: INF 103*
- BUS 445 Total Quality Management (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Public Administration

The Bachelor of Art in Public Administration is designed for students who seek entry-level management careers in government management at the federal, state, or local level and nonprofit management. Students will receive a solid foundation in public sector practices and processes complemented by coursework in the social sciences. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapa.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Public Administration major graduates will be able to:

1. Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration;
2. Integrate academic theory and practical applications;

3. Apply management theory to the practice of public administration;
4. Identify relevant political and legal factors in the policy process and analyze their roles critically; and
5. Judge the ethical components of public responsibility.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 32 credits

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

*In this program, 12 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- *POL 303 The American Constitution (3 credits)
- *POL 310 Environmental Policies (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits) *Prerequisite: ECO 203*
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits) *Prerequisite: PPA 301*
- PPA 401 Urban Management (3 credits) *Prerequisite: PPA 301*
- PPA 403 Administrative Law (3 credits)
- PPA 405 Personnel Management (3 credits)
- PPA 497 Public Policy Formation (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Public Relations and Marketing

Graduates of the major in Public Relations and Marketing will be able to develop an understanding and mastery of marketing and public relations functions. Emphasis is on creating a repertoire of communication skills in order to become an effective communicator across contexts, as well as to develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs. Graduates will be able to evaluate the effectiveness and appropriateness of marketing and public relations messages and engage in problem analysis, strategic planning, message development, and tactical solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaprm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Public Relations and Marketing major graduates will be able to:

1. Develop an understanding and mastery of marketing, and public relations functions;
2. Create a repertoire of communication skills in order to become an effective communicator across contexts;
3. Develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs;
4. Evaluate the effectiveness and appropriateness of marketing and public relations messages; and
5. Engage in problem analysis, strategic planning, message development, and tactical solutions.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 29 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- *BUS 340 Business Communications (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 352 e-Business (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- INF 410 Project Management (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 421 PR/Marketing Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Real Estate Studies

The Bachelor of Arts in Real Estate Studies degree prepares student for a career in the real estate profession. The curriculum incorporates a rich foundation of general business with the specialized advanced core in real estate studies. The real estate major prepares students for careers in mortgage lending, development, equity investment, brokerage and sales, valuation, consulting, property and asset management, etc. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obares.

Special Terms and Conditions: Successful completion of this degree does not guarantee that any state real estate licensing agency will accept a students or a graduate's application to sit for or successfully complete any such exam. In addition, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for a certification or as a

qualifying academic credential for membership in such professional organization.

Most US states require licensing to perform various professional activities associated with real estate business services. Such licensing may require an examination performed by designated controlling state agencies. If students or graduates are interested in pursuing any state licenses, they are strongly encouraged to research their local state real estate agency's requirements for licensure.

Program Outcomes

Real Estate Studies major graduates will be able to:

- Assess real estate professional governance and licensing in the states and how such laws and systems benefit consumers;
- Examine essential real estate business practices;
- Apply real estate law, contract law, and Uniform Commercial Code in solving complex real estate problems;
- Discern how economic, demographic, dynamic, and market trends influence real estate and real estate valuations; and
- Examine basic real estate financial markets and financing methods most commonly applied to single family residences, multiple family residences, and commercial properties.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- RES 301 Principles of Real Estate (3 credits)

- RES 325 Real Estate Practice (3 credits)
- RES 327 Real Estate Economics (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- RES 334 Real Estate Finance (3 credits)
- RES 345 Legal Aspects of Real Estate (3 credits)
- RES 429 Property Management (3 credits)
- RES 431 Commercial Real Estate Investment (3 credits)
- RES 450 Real Estate Appraisal (3 credits)
- RES 497 Strategic Management of the Real Estate Enterprise (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Service Management

The Bachelor of Arts in Service Management with specializations program is designed to provide the knowledge and skills to be effective in one of the fastest growing sectors of the economy. The course of study prepares students to deliver services that include all internal and external activities of organizations aimed at customer acquisition, retention and care. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.ashford.edu/pd/obasm>.

Because careers may range from consultant and specialist jobs to management tasks within the numerous fields and functions in the service sector, students must select a specialization in this program. Specializations include Non-profit Enterprise, Hospitality Enterprise, Restaurant Enterprise Management, and Retail Management.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Service Management major graduates will be able to:

1. Assess service logistics in a variety of service environments;
2. Apply various service systems to construct customer relationship platforms;

3. Integrate innovative practices and processes designed to increase the performance of a service organization;
4. Develop new human capital strategies in service organizations; and
5. Design service metrics based on the needs of a service organization.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23-26 credits

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

*In this program, 3 credits in the major and 3 credits in the Non-Profit Enterprise specialization may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (33 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- *ECO 204 Principles of Microeconomics (3 credits)
- SRV 301 Introduction to Service Management (3 credits)
- SRV 312 Service Operations Management (3 credits) *Prerequisite: SRV 301*
- SRV 340 Marketing in a Services Environment (3 credits) *Prerequisite: SRV 301*
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499*

Choose one specialization from the following:

Hospitality Enterprise Specialization (12 credits)

- SRV 332 Fundamentals of Hospitality (3 credits) *Prerequisite: SRV 301*
- SRV 333 Resort Management (3 credits) *Prerequisite: SRV 301*
- SRV 423 Food & Beverage Control (3 credits) *Prerequisite: SRV 301*
- SRV 425 Event, Meeting, & Conference Management (3 credits) *Prerequisite: SRV 301*

Retail Management Specialization (12 credits)

- BUS 337 Principles of Retail Management (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 441 Retail Pricing Management (3 credits) *Prerequisites: ECO 204 and SRV 340*
- BUS 442 Retail Merchandising (3 credits)

Non-Profit Enterprise Specialization (12 credits)

- *SOC 315 Cross-Cultural Perspectives (3 credits)
- BUS 318 Organizational Behavior (3 credits)
- SRV 428 Non-Profit Agency Management (3 credits) *Prerequisite: SRV 301*
- SRV 429 Fiscal Management of Nonprofit Organizations (3 credits) *Prerequisite: SRV 301*

Restaurant Enterprise Management Specialization (12 credits)

- SRV 346 Introduction to Restaurant Management (3 credits) *Prerequisite: SRV 301*
- SRV 347 Sanitation & Safety (3 credits) *Prerequisite: SRV 301*
- SRV 438 Menu Planning & Design (3 credits) *Prerequisite: SRV 301*
- SRV 423 Food & Beverage Control (3 credits) *Prerequisite: SRV 301*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Sports and Recreation Management

The Sports and Recreation Management major helps to prepare professionals for managerial positions in the sports and recreation industry including professional, intercollegiate, and interscholastic sports; sport/fitness clubs; sports/athletics equipment merchandising; public,

private, and commercial recreation programs; and intramural and recreational sports.

Students complete coursework in the following areas: accounting, business, economics, English, information systems, philosophy, physical education, sociology, speech, and psychology. The curriculum consists of learning experiences that are essential for assuming entry-level business management positions in the sports and recreation profession. Students completing the required coursework will be exposed to various theories of management in the field of business administration, exhibit college-level writing and speaking skills, and acquire a knowledge base in the field of sports and recreation management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obasrm.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Sports and Recreation Management major graduates will be able to:

1. Integrate knowledge from sports recreation and business administration fields;
2. Apply theory to practice;
3. Communicate effectively in a variety of modalities; and
4. Apply business procedures to team and facilities management.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 29 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- *BUS 340 Business Communications (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- SRM 401 Sport Finance (3 credits) *Prerequisite: ACC 205*
- SRM 311 Sport Law (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- INF 410 Project Management (3 credits)
- BUS 303 Human Resource Management (3 credits)
- SRM 320 Organization & Administration of Sports & Recreation Management (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)
- SRM 325 Case Research in Sports & Recreation Management (3 Credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Supply Chain Management

The Bachelor of Arts in Supply Chain Management program focuses on effective management of supply chain processes and information flows that optimize activities and costs to serve the customer efficiently and effectively. Production schedules, procurement, transportation services, quality, and warehousing management activities are studied as individual functions as well as strategic relationships among the functions. Emphasis is placed on problem solving, logical thinking, and development of accurate management assessments. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obascm.

Special Terms and Conditions: Successful completion of this degree by itself does not qualify students to obtain any certifications from The Association for Operations Management (APICS). Also, successful completion of this degree does not by itself qualify students to sit for the APICS Certified Supply Chain Professional (CSCP) certificate examination. The requirements to sit for the CSCP certificate examination include a combination of education and documented supply chain management experience. Conversely, the APICS Certified in Production and Inventory Management (CPIM) certificate does not have any requirements to take the five examinations which are required to obtain CPIM certification, aside from exam registration fees.

Students or graduates interested in pursuing the APICS CSCP or the APICS CPIM certification are strongly encouraged to visit the APICS website (www.apics.org) for additional information.

Similarly, successful completion of this degree by itself does not qualify students to obtain any certifications from The American Purchasing Society or sit for any of their certification examinations. If a student or graduate is interested in pursuing certifications offered by this professional association including: the Certified Purchasing Professional (CPP), the Certified Professional Purchasing Manager (CPPM), and the Certified Professional Purchasing Consultant (CPPC), they are strongly encouraged to visit The American Purchasing Society portal (www.american-purchasing.com). Some of the prerequisites for eligibility for certification are a minimum of three years purchasing related experience or a degree from a recognized college, plus two years of purchasing related experience. Information on other prerequisites and requirements for certification is available at www.american-purchasing.com.

Program Outcomes

Supply Chain Management major graduates will be able to:

1. Apply proven supply chain management principles to business situations;
2. Examine globalization effects on the organization's supply chain and product or services production;
3. Evaluate an appropriate supply chain design for a given application;
4. Analyze the implications of supply chain management to organizational effectiveness;
5. Assess supply chain performance using information technology; and
6. Integrate supply chain goals with the corporate strategic planning process.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281
- ^BUS 308 Statistics for Managers (3 credits)
- INF 220 IS Principles (3 credits) *Prerequisite: INF 103 or Information Technology competency*
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- MGT 322 Principles of Logistics Management (3 credits) *Prerequisite: MGT 330*
- MGT 325 Introduction to Transportation Management (3 credits) *Prerequisite: MGT 330*
- MGT 370 International Supply Chain Management (3 credits)
- MGT 300 Supply Management (3 credits)
- BUS 445 Total Quality Management (3 credits)
- BUS 461 Decision Modeling & Analysis (3 credits) *Prerequisites: MGT 330 and BUS 308*
- MGT 496 Strategic Warehouse Management (3 credits) *Prerequisites: MGT 330 and GEN 499*

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for all online undergraduate students.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Associate of Arts in Early Childhood Education

The Associate of Arts in Early Childhood Education is designed around courses that are grounded in the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon best practices in child development research, center-based curriculum, and professionalism. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/oaacee.

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

**The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who

complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

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

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

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/certification/outofstate.asp>.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Students who successfully complete the Associate of Arts in Early Childhood Education degree program will be able to:

1. Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC standards;
2. Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction;
3. Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting;
4. Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs; and
5. Identify the stages of language, physical and social development in children ages birth to eight.

Program Requirements

Total number of credits required: 67 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *49 credits

Core Requirements: *21 credits

*In this program, 6 credits from the core may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Core Requirements (21 credits)

- ART 101 Art Appreciation (3 credits) Satisfies General Education Cultural and Aesthetic Awareness requirement
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 201 Introduction to Early Childhood Behavior Management (3 credits)
- ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits) Satisfies General Education Diversity Awareness requirement
- PED 212 Foundations of Movement & Motor Activities (3 credits)

General Education Requirements (49 credits)

- PSY 202 Adult Development & Life Assessment (3 credits) Satisfies General Education Social and Personal Awareness requirement
- ENG 121 English Composition I (3 credits) Satisfies General Education Communication I Competency requirement
- GEN 103 Information Literacy (3 credits) Satisfies General Education Information Technology Competency requirement
- ENG 122 English Composition II (3 credits) Satisfies General Education Communication II Competency requirement
- ENG 125 Introduction to Literature (3 credits) Satisfies General Education Literature requirement
- COM 200 Interpersonal Communication (3 credits) Satisfies General Education Communication III Competency requirement
- HIS 103 World Civilizations I (3 credits) Satisfies General Education History requirement

- *MAT 221 Introduction to Algebra (3 credits)
Satisfies General Education Mathematical Competency Prerequisite requirement
- MAT 222 Intermediate Algebra (3 credits) Satisfies General Education Mathematical Competency requirement
- PHI 103 Informal Logic (3 credits) Satisfies General Education Critical Thinking Competency requirement
- PHI 208 Ethics & Moral Reasoning (3 credits)
Satisfies a General Education Humanities requirement
- POL 201 American National Government (3 credits)
Satisfies a General Education Political Science requirement
- SCI 207 Dependence of Man on the Environment (4 credits) Satisfies General Education Science requirement
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits) Satisfies a General Education Applied Ethics requirement

* Students who waive MAT 221 are required to take 64 total program credits in order to meet graduation requirements.

Associate of Arts in Early Childhood Education Graduation Requirements

To be eligible for an Associate of Arts in Early Childhood Education degree, a student must successfully accomplish the following:

- Completion of all program/course requirements;
- Completion of a minimum of 67 credits. Additional prerequisite courses may be required;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University; and
- At least 18 credits earned toward the Associate of Arts degree must be completed at Ashford University.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as an Associate of Arts in Early Childhood Education.

Bachelor of Arts in Child Development

The Child Development major will focus on a comprehensive study of children (infancy through adolescence), and the family, cultural, peer, school and neighborhood contexts that influence the development of children. With an increasing attention to the importance of factors impacting the development of children, the Child Development major will provide investigation and knowledge of the development of children. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacd.

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

**The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who

complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

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

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

Program Outcomes

Child Development major graduates will be able to:

1. Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Describe how family structure and cultural backgrounds influence communication processes in a child's environment;
4. Evaluate the critical role of play in children's learning and development; and
5. Apply their knowledge as an advocate for children, families, childcare and education.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 29 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*

- PSY 104 Child & Adolescent Development (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- *SOC 312 Child, Family & Society (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- ECE 354 Assessment & Intervention During Early Childhood (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 351 Play & Learning for the Young Child (3 credits)
- ECE 497 Child Development Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Cognitive Studies

Cognitive Studies is a versatile degree offering which includes the study of the mind, brain, and learning. This is a growing field of study due to technological advances that have allowed us to examine the brain and brain functioning. This degree is an interdisciplinary study with courses in psychology, education, and neuroscience. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacos.

Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a

student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

**The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

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

Program Outcomes

Cognitive Studies major graduates will be able to:

1. Apply knowledge of brain functioning to teaching and learning;
2. Examine life span development and the impact of developmental delays;
3. Identify the unique needs of learners with cognitive or developmental delays and programs to address these needs;
4. Identify changes in the child and adult brain over time and the impact on cognitive functioning; and

5. Acquire and apply foundational research skills to a topic of interest in an area of cognitive studies.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 29credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- *PSY 101 Introduction to Psychology (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ESE 370 Learning & the Brain (3 credits)
- EDU 338 Human Development & Learning (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- EDU 411 Reading & Cognition (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 323 Perception, Learning, & Cognition (3 credits) *Prerequisite: PSY 101 or equivalent*
- EDU 416 Intelligence Assessment (3 credits)
- EDU 417 Cognitive Studies Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Early Childhood Education

The Bachelor of Arts in Early Childhood Education major prepares students for a career in education. Upon completion of coursework in childhood development, curricula, and program development, students will be well acquainted with the education industry, be highly trained

in various theories of childhood development, and exhibit advanced instructional skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaeece.

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

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/certification/outofstate.asp>.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Early Childhood Education major graduates will be able to:

1. Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Design and assessment developmentally appropriate strategies and programs promoting positive development and learning for children;
4. Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
5. Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care settings.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 26 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- ECE 332 Child Development (3 credits)
- *SOC 312 Child, Family & Society (3 credits)
- PED 212 Foundations of Movement & Motor Activities (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 335 Children's Literature (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- ECE 405 Children & Families in a Diverse Society (3 credits)
- ECE 430 Early Childhood Education Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Early Childhood Education Administration

The Bachelor of Arts in Early Childhood Education Administration prepares students for a career in early childcare administration. Upon completion of coursework in organizational behavior and management, childhood development, and curricula and program administration, students will be well acquainted with the education industry, be highly trained in various theories of childhood development, and exhibit advanced organizational management skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaecce.

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Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Early Childhood Education Administration major graduates will be able to:

1. Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children;
4. Apply leadership principles in directing and managing a child care setting;
5. Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
6. Demonstrate knowledge of fiscal, legal, ethical, and program requirements in administering quality child care settings.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 26 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- ECE 332 Child Development (3 credits)
- *SOC 312 Child, Family & Society (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ECE 430 Early Childhood Education Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Education Studies

The Bachelor of Arts in Education Studies program is designed to provide the foundational knowledge and skills needed to understand and work in education in a variety of settings. Although this BA does not provide teacher certification or licensure, the course of study prepares students to work with students in a variety of capacities or to continue their education in a Post-Baccalaureate program to complete their teaching degree requirements. Careers in the field of education or working with students may include any of the following settings: business, public sector, education, childcare, recreation centers, nonprofit organizations, health and human services, counseling, social work, psychology, career services, sociology, and public administration. Education specializations that may be included with this degree include Early Childhood Education, Child Development, Instructional Design, and English Language Learner Studies. For more information about on-time completion rates, the median loan debt of

students who completed this program, and other important information, please visit www.ashford.edu/pd/obaeds.

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Missouri Students: Contact the Missouri Department of Elementary and Secondary Education, Routes to Certification at 573-751-0051 or at <http://dese.mo.gov/eq/cert/routes-to-certification.htm> to verify additional coursework and/or other requirements and how those requirements can be met in Missouri.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Education Studies major graduates will be able to:

1. Design effective curriculum, instruction and assessment to meet the needs of diverse learners;
2. Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains;
3. Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs;
4. Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process; and
5. Apply foundational research skills to a topic of interest in an area of education.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

Introduction

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- EDU 304 Introduction to Education (3 credits)

Foundation

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

Methodology

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

Literacy

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

Technology and Diverse Populations

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

Capstone

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

* Satisfies General Education requirements.

Bachelor of Arts in English Language Learner Studies

The Bachelor of Arts in English Language Learner Studies major focuses on a comprehensive study of the broad application of linguistics in addressing second language learning needs. The program of study is designed around courses that are grounded in the Teachers of English to Speakers of Other Languages (TESOL) standards. This program addresses English Language Development (ELD) as it applies to its five stages for children and adults. The

program focuses on best practices to deliver instruction in research-based four square and sheltered models to address ELD standards that map to national consortiums as well as support the Common Core Standards for K-12 learners. In addition, to prepare those who will address adult ELL populations, a concentration on adult learner models and authentic learning activities is embedded in the program curriculum. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaells.

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

Program Outcomes

English Language Learner Studies major graduates will be able to:

1. Apply concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of English for English Language Learners;
2. Analyze the influences of culture and diversity as it affects second language learning;
3. Apply knowledge of meta-linguistics in second language development in constructing multiple identities;
4. Describe standards-based practices and strategies for developing and integrating English listening, speaking, reading and writing skills in instructional settings; and
5. Demonstrate knowledge of history, research and current practices in the field of second language acquisition and ELL.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 29 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*

- EDU 321 Introduction to Serving English Language Learners (3 credits)
- *ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 242 Understanding & Teaching English Language (3 credits)
- ELL 354 Grammar in a Second Language (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)
- ELL 351 Listening & Speaking in a Second Language (3 credits)
- ELL 353 Reading & Writing in a Second Language (3 credits)
- ELL 357 English Language Teaching & Adult Learners (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ELL 497 English Language Learner Studies Capstone (3 credits) *Prerequisite: GEN 499*

*Satisfies General Education requirements.

Bachelor of Arts in Instructional Design

The Bachelor of Arts in Instructional Design program prepares students to design training and instruction for online, place-based, and blended learning environments. Students develop expertise with instructional design theories, practices, and technologies through realistic project-based assessments that ensure preparation for practicing instructional design within corporate, government, military, non-profit, school, university, and consulting contexts. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaid.

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

Program Outcomes

Instructional Design major graduates will be able to:

1. Design instructional and training interventions and assessments for online, place-based, and blended delivery;
2. Apply the results of learning, task, performance, and other analyses to the design of training and instruction;

3. Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions;
4. Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes;
5. Develop plans to manage collaborative processes and participants typically involved in an instructional design project; and
6. Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: 52 credits

Major Course Requirements: 39 credits

Electives: 26 credits

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

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- ESE 370 Learning & the Brain (3 credits)
- EDU 120 Principles of Instructional Design (3 credits)
- EDU 232 Instructional Design for E-Learning (3 credits) *Prerequisite: EDU 120*
- EDU 335 Design Concepts & Application (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 337 Collaboration in the Virtual Classroom (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 356 Emerging Issues in Educational Technology (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 358 Assessment of Student Learning (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 336 Evaluation of E-Learning (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 362 Adult Learning & Instruction (3 credits)
- EDU 431 Advanced Instructional Design (3 credits) *Prerequisites: EDU 120 and 232*

- EDU 433 Project Management for Instructional Design (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 496 Capstone Instructional Design (3 credits) *Prerequisite: GEN 499*

*Satisfies General Education requirements.

Bachelor of Arts in Library Science and Media

Library Science and Media is a growing field. In addition to programming and developing collections, librarians in the 21st century are charged with managing various informational literacies including digital resources. As technology continues to advance and as institutions continue to develop their virtual presence, librarians will play an essential role in supporting research and informational systems. The evolving role of librarians and the training necessary to become 21st century information experts will be explored through coursework in this degree program. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obalsm.

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

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

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

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

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

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

Program Outcomes

Library Science and Media major graduates will be able to:

1. Apply the concepts and tools of inquiry to create learning environments and experiences to include multiple environments;
2. Evaluate technology tools and applications for effective instructional delivery and research applications;
3. Create learning opportunities that are adapted to diverse learners and cultures;
4. Analyze media, literature and materials for inclusion in specific settings and programs, including multiple modalities; and,
5. Develop research skills and strategies to support accurate, efficient and appropriate information acquisition.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: 52 credits

Major Course Requirements: 33 credits

Electives: 32 credits

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

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (33 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- EDU 304 Introduction to Education (3 credits)
- EDU 381 Curriculum & Instructional Design (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)
- EDU 411 Reading & Cognition (3 credits)
- EDU 367 Elementary & Secondary School Media (3 credits)
- EDU 440 Information Literacy (3 credits)
- EDU 441 Research & Analysis Skills (3 credits)
- EDU 443 Literature for Children & Teens (3 credits)
- EDU 495 Library Science & Media Capstone (3 credits) *Prerequisite: GEN 499*

College of Health, Human Services, and Science: Undergraduate Programs and Requirements

Bachelor of Arts in Applied Behavioral Science

The Bachelor of Arts in Applied Behavioral Science is a generalist degree with an interdisciplinary emphasis. Providing a foundation from the social and behavioral sciences, the degree program teaches students to utilize critical thinking to understand behavior and solve societal problems at the individual, family, and community level. An interdisciplinary approach is utilized to assist students in developing an overview of the diversity of societal problems, and the interdisciplinary framework for solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaabs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not

guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Applied Behavioral Science major graduates will be able to:

1. Analyze major concepts, theoretical perspectives, and empirical findings to solve complex problems in the field of study;
2. Compose effective communications in a variety of formats for assessment, evaluation, and/or intervention purposes;
3. Apply the principles of the scientific method to assessment, evaluation, and intervention at intrapersonal and interpersonal levels;
4. Explain the value of empirical evidence, acting ethically, and acknowledging and respecting human diversity; and
5. Utilize the scientific approach to address practical problems related to the cognition, affect, and behavior of individuals in social contexts.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 32 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- *PSY 101 Introduction to Psychology (3 credits)
- ABS 200 Introduction to Applied Behavioral Sciences (3 credits)
- SOC 203 Social Problems (3 credits)
- COM 321 Communication Theory (3 credits)

- PSY 304 Lifespan Development (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 301 Social Psychology (3 credits) *Prerequisite: PSY 101 or equivalent*
- *SOC 320 Public Policy & Social Services (3 credits)
- ^PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- ABS 300 Psychological Assessment (3 credits)
- PSY 352 Cognitive Psychology (3 credits) *Prerequisite: PSY 101 and ABS 311*
- SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- ABS 497 Applied Behavioral Sciences Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Complementary and Alternative Health

This degree provides students the opportunity to study the history and delivery of major non-allopathic health systems including but not limited to the following: Chinese Medicine, Ayurveda, Homeopathy, Naturopathic Medicine, Biofeedback, Herbal Medicines, Chiropractic Medicine, Acupuncture, Hypnosis, Acupressure, Reiki, Reflexology, Energy Systems, and Transpersonal Health such as meditation, hypnosis, and prayer. Students analyze complementary and alternative health studies as well as identify usage trends, and integration into health services and disease management from multi-cultural perspectives. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacah.

Special Terms and Conditions: Please note, each of the professions previously listed may require additional study for certification, licensing, or licensing examination preparation. Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining

licensure, certification, or employment in this field of study.

Program Outcomes

Complementary and Alternative Health major graduates will be able to:

1. Explore the history and practice of non-allopathic health systems;
2. Examine cultural influences as related to complementary and alternative health practices;
3. Analyze complementary and alternative health usage trends;
4. Differentiate major complementary and alternative health systems;
5. Examine complementary and alternative health practices integrated into U.S. health care delivery;
6. Analyze research in complementary and alternative health; and
7. Examine components of holistic health care service and delivery.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *ANT 101 Introduction to Cultural Anthropology (3 credits)
- HWE 200 Introduction to Health & Wellness (3 credits)
- HCS 326 Holistic Health (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HCS 321 Foundations of Complementary & Alternative Health (3 credits)
- *SOC 313 Social Implications of Medical Issues (3 credits) *Prerequisites: PSY 101 and SOC 101 or equivalents*

- HCS 339 Introduction to Western Herbalism; Basic Doctrine, Energetics and Classifications (3 credits)
Prerequisites: HCS 321 and HCS 326
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HCS 435 Spirituality, Health, & Healing (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 495 Complementary & Alternative Health Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Gerontology

This degree provides a foundation of the biological, psychological, social, spiritual, and developmental aspects of aging and longevity. A multidisciplinary perspective promotes student exploration of the needs and influences of the growing population of senior citizens, and their impact on multiple aspects of society. Multiculturalism, social, and ethical issues of aging and longevity are explored within the multidisciplinary context of the major. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obag.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Gerontology major graduates will be able to:

1. Examine interdisciplinary aspects of aging;
2. Analyze social policy and the aging continuum;
3. Examine legal, ethical, and financial factors influencing aging independence;
4. Examine social support service models for the aging;
5. Analyze multicultural perspectives on aging;
6. Analyze the mental, physical, social, spiritual, and developmental aspects of aging;

7. Analyze contemporary theory and research in gerontology;
8. Analyze the aging population demographics relative to the impact on society past, present, and future; and
9. Examine emerging service delivery models for the aging.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 41 credits

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

*In this program, 12 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *SOC 322 Sociological Aspects of Adulthood (3 credits)
- GRO 200 Introduction to Gerontology (3 credits)
- GRO 202 Psychology of Aging (3 credits)
- GRO 325 Aging & Health (3 credits)
- *GRO 330 Social Policy & Aging (3 credits)
- GRO 338 Mental Well-Being & Aging (3 credits)
- *SOC 326 Diversity & Aging (3 credits)
- GRO 410 Death & Dying (3 credits)
- *GRO 440 Ethics & Legal Aspects of Aging (3 credits)
- HCA 442 Contemporary Issues in Aging (3 credits)
- PSY 326 Research Methods (3 credits)
- GRO 497 Gerontology Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Health and Human Services

The Bachelor of Arts in Health and Human Services is an interdisciplinary degree program preparing students to work in diverse entry level positions in health and human services. Emphasis of the major is on the delivery of health and human services to diverse populations, in the context of the current and emerging political, socioeconomic,

psychosocial, and regulatory environment. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahhs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health and Human Services major graduates will be able to:

1. Analyze health and human services delivery from political, socioeconomic, and psychosocial perspectives;
2. Evaluate social and human delivery systems at the individual, family, group, organization, and community levels;
3. Analyze social problems within the context of health care environments;
4. Evaluate ethical issues and challenges inherent in the provision of health and human services, and service provision;
5. Analyze human behaviors within the health and human services context;
6. Evaluate health and human services issues, challenges, and interventions;
7. Discuss the provision of health and human services from multi-cultural perspectives; and
8. Identify effective communication components and strategies with diverse health and human services constituents.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 38 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- HHS 201 Introduction to Human Services (3 credits)
- *HHS 207 Communication Skills for Health & Human Service Personnel (3 credits)
- HHS 310 Health & Human Services Culture: The Helping Relationship (3 credits)
- HCA 205 Introduction to Health Care (3 credits)
- *SOC 313 Social Implications of Medical Issues (3 credits) *Prerequisites: PSY 101 and SOC 101 or equivalents*
- HCA 415 Community & Public Health (3 credits)
- *HHS 320 Cultural Awareness in the Human Services (3 credits)
- HCA 430 Special Populations (3 credits)
- HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
- HIM 301 Introduction to Health Informatics
- HHS 460 Research Methods in Health & Human Services (3 credits)
- HHS 497 Health & Human Services Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Health and Wellness

This degree explores the dimensions of health and wellness and their relationship to health status and disease and injury prevention. Through a holistic wellness perspective, students study the implications of positive and negative health practices impacting physical, social, occupational, emotional, intellectual, spiritual, and environmental health. Students examine major health risks and diseases affecting contemporary society, and explore the principal ways to promote health and wellness through lifestyle and behavioral change throughout the lifespan. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahw.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or

specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health and Wellness major graduates will be able to:

1. Describe the function of the human body;
2. Examine chronic conditions and diseases;
3. Analyze lifestyle factors which affect health and wellness;
4. Assess the health and wellness status of individuals;
5. Develop personalized wellness programs using evidenced-based strategies;
6. Apply behavior change theories, motivational strategies, and counseling techniques to implementation plans of wellness programs;
7. Employ cultural competence in wellness programming; and
8. Evaluate the effectiveness of wellness programs.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *37 credits

Electives: 32 credits

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

*In this program, 4 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (37 credits)

- HWE 200 Introduction to Health & Wellness (3 credits)
- *HPR 205 The Human Body, Health, & Disease (4 credits)
- HCS 308 Introduction to Nutritional Concepts (3 credits) *Prerequisite: HWE 200*

- HWE 330 Musculoskeletal Anatomy & Physiology (3 credits) *Prerequisite: HPR 205*
- HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits) *Prerequisites: - HWE 200 and HPR 205*
- HWE 340 Exercise & Physiology (3 credits) *Prerequisites: HPR 205 and HWE 330*
- PSY 361 Health Psychology (3 credits)
- PSY 380 Counseling and Behavior Change (3 credits) *Prerequisites: HWE 200 and PSY 361*
- HWE 415 Stress Management (3 credits) *Prerequisite: HWE 200*
- HWE 420 Wellness for Special Populations (3 credits) *Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334*
- HPR 460 Analysis of Health Research (3 credits)
- HWE 498 Health & Wellness Capstone(3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Health Care Administration

The Health Care Administration major provides foundational knowledge in health-related topics, operations, and applications for those working in or seeking careers in the rapidly growing healthcare industry. The degree is characterized by an interdisciplinary and integrated learning approach, reflecting the realities of the healthcare system. Specific curriculum in health administration, regulation and financing, health care planning, health policy, and quality monitoring is provided. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health Care Administration major graduates will be able to:

1. Analyze the legal and ethical issues of healthcare systems;
2. Explore cultural and social-demographic variables influencing the delivery of healthcare services;
3. Examine the provision of healthcare services within a regulatory environment;
4. Analyze the major financing systems of U.S. healthcare services;
5. Analyze the major forces driving change in the healthcare system;
6. Assess the major issues confronting community and public health services; and
7. Apply the theoretical dimensions of leadership within the health care environment.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- HCA 205 Introduction to Health Care (3 credits)
- *SOC 313 Social Implications of Medical Issues (3 credits) *Prerequisites: PSY 101 and SOC 101 or equivalents*
- HCA 340 Managing in Health & Human Services (3 credits) *Prerequisite: HCA 305 or 205*
- *HCA 322 Health Care Ethics & Medical Law (3 credits) *Prerequisite: HCA 305 or 205*
- BUS 303 Human Resource Management (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits) *Prerequisite: HCA 305 or 205*
- ^ACC 281 Accounting Concepts for Health Care Professionals (3 credits) *Prerequisite: Information Technology competencies*

- HCA 312 Health Care Finance (3 credits) *Prerequisites: HCA 305 or 205 and ACC 281*
- HCA 430 Special Populations (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
- HCA 459 Senior Project (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course

Bachelor of Arts in Health Education

This degree identifies and explores the theoretical and practical issues encountered by health educators, and provides students the skills needed to apply health education principles to health challenges facing individuals, groups, and communities. Upon completion of this degree, students will have foundational understanding of the interrelationships between physical, social, and cultural forces in the etiology of disease and the ensuing practices of assessing, planning, executing, and evaluating health challenges impacting the well-being of today's multicultural society. While this program prepares students to become health educators that encourage healthy lifestyles and wellness through educating individuals and communities about behaviors that promote healthy living and prevent diseases and other health problems, it is NOT intended to prepare students to become certified teachers in the K-12 setting. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahe.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Health Education major graduates will be able to:

1. Examine the individual and community needs for health education;
2. Examine the impact of social and cultural factors in health education planning, delivery, and evaluation;
3. Analyze research in health education;
4. Identify elements of effective health education;
5. Differentiate tools health educators use to bring about health change;
6. Examine the interrelationships between physical, social, mental, and cultural forces in the etiology of disease;
7. Examine behavior change theories and models in the context of health education; and
8. Apply measures of individual and community health needs to health education planning, delivery, and evaluation.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 38 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- HPR 231 Introduction to Health Education (3 credits)
- HCS 408 Methods of Community Health Promotion (3 credits)
- *HCS 316 Cultural Diversity in Health & Illness (3 credits)
- *HCA 322 Health Care Ethics & Medical Law (3 credits) *Prerequisite: HCA 305 or HCA 205*
- HPR 303 Health Communications (3 credits)
- BUS 303 Human Resource Management (3 credits)
- HPR 350 Introduction to Epidemiology (3 credits)
- HCS 412 Health Promotion Planning & Evaluation (3 credits)
- *HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HPR 460 Analysis of Health Research (3 credits)

- HCS 497 Health Education Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Psychology

The Psychology major focuses on the study of human behavior and mental processes. This major explores psychology both as an area of scientific investigation and as a health or human services profession. Students majoring in psychology may also seek employment opportunities in business, law, government, health care, and other careers that involve understanding human behavior and providing competent leadership. This program leads to a baccalaureate degree in liberal arts. It is eligible for federal financial aid, but not subject to the gainful employment requirements.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Psychology major graduates will be able to:

1. Demonstrate breadth of psychological knowledge;
2. Analyze information and data with scientific thinking;
3. Defend ethics, social justice, and diversity;
4. Illustrate professional communication skills; and,
5. Apply professional skills to career planning and success.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 32 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY 331 Psychology of Learning (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 301 Social Psychology (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 330 Theories of Personality (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 350 Physiological Psychology (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) *Prerequisite: Mathematical competency*
- PSY 326 Research Methods (3 credits)
- PSY 303 Abnormal Psychology (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 496 Applied Project (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Science in Health Information Management

Health information management (HIM) is the practice of acquiring, analyzing, and protecting the medical information that's vital to providing patient care, and providing the data that health professionals need in order to provide quality care. HIM professionals are highly trained in the latest technology and understand the workflow of healthcare providers, from large hospital systems to the private practice. They are vital to daily operations and managing electronic health records. Students in this online degree program will compare and contrast biomedical research, quality management, and performance improvement strategies used in health care. Employment in the field is projected to grow much faster on average than other professions (www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm). Students will be able to evaluate emerging trends in technology, information systems, and data security.

Criminal Convictions

Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may require a background check for any student completing a professional practice experience as well as for employment.

Professional Practice Experiences

Students earning the Bachelor of Science in Health Information Management degree will complete two Professional Practice Experiences, one that is virtual and one that is a combination of virtual and onsite at a facility. As part of the second Professional Practice Experience embedded in HIM 495, students will complete a minimum of 40 hours of supervised Professional Practice Experience at an approved facility. The 40 hours must be completed during normal business hours of Monday through Friday from 8AM to 5 PM while they are enrolled in HIM 495. Students can only complete their Professional Practice Experiences in states where this program is available.

Memberships

Students should also be aware that they will be required to pay for other memberships and fees to the American Health Information Management Association (AHIMA) in order to successfully complete this program.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obshim.

Special Terms and Conditions: This program is not accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM is an independent accrediting organization whose mission is to serve the public interest by establishing and enforcing quality Accreditation Standards for Health Informatics and Health Information Management (HIM) educational programs.

Academic leadership will pursue programmatic accreditation for this program with CAHIIM after the program launches. Eligibility for students to sit for the RHIA certification examination is not available until the program receives formal Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation.

Students should be aware that, if Ashford does not receive CAHIIM accreditation before they graduate, they will not be eligible to sit for the RHIA national certification exam. Students also should know be aware that without the RHIA certification, their options in relation to employability and salary potential will be significantly reduced.

Successful completion of this program does not guarantee certification from the American Health Information Management Association (AHIMA), which may be a requirement for certain positions in this field. Prospective students are advised to regularly review the requirements for job postings in their intended field of employment, which are subject to change. Other factors, such as a student's criminal history, may prevent an applicant from obtaining employment in this field.

Program Outcomes

Students who successfully complete the Bachelor of Science in Health Information Management degree program will be able to:

1. Analyze health data structure, content, standards, clinical classification systems and reimbursement methodologies;
2. Manage strategic planning and organizational development;
3. Compare and contrast health statistics, biomedical research, quality management, and performance improvement strategies used in health care;
4. Examine driving factors influencing healthcare organization, delivery systems, healthcare privacy, confidentiality, and legal and ethical issues;
5. Evaluate emerging applications in health informatics;
6. Evaluate emerging healthcare trends in information and communication technology, information systems and data security; and
7. Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *70 credits

Electives: 5 credits

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

Students must earn a minimum cumulative grade point average of 2.50 in all major coursework attempted at the University.

*In this program, 10 credits from the major can also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (70 credits)

- *INF 103 Computer Literacy (3 credits)
- INF 231 Programming Concepts (3 credits) *Prerequisite: INF 103*
- HCA 205 Introduction to Health Care (3 credits) HIM 105 Medical Terminology (3 credits)
- *HIM 205 Anatomy & Physiology for HIM I (4 credits)
- HIM 206 Anatomy & Physiology for HIM II (3 credits) *Prerequisite: HIM 205*
- HIM 217 Electronic Health Records (3 credits) *Prerequisite: Bachelor of Science in Health Information Management majors only.*
- HIM 210 Pathophysiology (3 credits) *Prerequisites: HIM 105, HIM 205 and HIM 206*
- HIM 250 Clinical Classification Systems I (3 credits) *Prerequisites: HIM 105, HIM 205, HIM 206*
- *HIM 252 Legal Aspects of Health Information (3 credits) *Prerequisite HIM 217*
- HIM 251 Clinical Classification Systems II (3 credits) *Prerequisites: HIM 105, HIM 205, HIM 206, HIM210, and HIM 250*
- HIM 310 Healthcare Reimbursement (3 credits) *Prerequisite: HCA 205*
- HIM 301 Introduction to Health Informatics (3 credits)
- HIM 360 Healthcare Statistics (3 credits) *Prerequisites: HIM 217 and General Education Mathematical competency*
- ^HIM 370 Professional Practice Experience I (3 credits) *Prerequisites: HIM 105, HIM 205, HIM 206, HIM 250, HIM 251, HCA 205, HIM 310, HIM 217, HIM 252, HIM 210, and HIM 360*
- HCA 375 Continuous Quality Monitoring and Accreditation (3 credits) *Prerequisite: HCA 305 or 205*
- HIM 410 Health Informatics – A Systems Perspective (3 credits) *Prerequisite: HIM 301*
- HIM 420 Health Information Governance & Strategic Planning (3 credits) *Prerequisite: HIM 301*
- ^HIM 450 Healthcare Management (3 credits) *Prerequisites: HCA 375 and HIM 360*
- HIM 435 Analyzing Healthcare Data (3 credits) *Prerequisite: HIM 301*
- HIM 440 Health Informatics Research Methods and Data Analysis (3 credits) *Prerequisites: Successful*

completion of Mathematical competency and HIM 360

- HIM 445 Healthcare Project Management (3 credits) *Prerequisite: HIM 301*
- ^HIM 495 Professional Practice Experience II (3 credits) *Prerequisite: Completion of BSHIM program core courses*

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for all online undergraduate students.

* Satisfies General Education requirements.

^ This course must be taken at Ashford University and may not be transferred from another institution.

Bachelor of Science in Nursing (RN to BSN)

The Bachelor of Science in Nursing (RN to BSN) program is designed for registered nurses seeking to expand their knowledge in the increasingly complex health care industry, and for students who wish to earn a Bachelor's degree as a stepping-stone for future graduate study. In this program, coursework and practice experiences cover a wide range of content from patient care quality and safety, to leadership, community health, ethics and technology. Students will address areas of need for planned change within a healthcare organization or the community and use their assessment skills to create evidence-based interventions based upon observations, practice-focused research, and learning. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obsn.

Special Terms and Conditions: Ashford University intends to pursue initial accreditation by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) for our Bachelor of Science in Nursing (BSN) program. Applying for accreditation does not guarantee that accreditation will be granted. Please be advised that without programmatic accreditation, RN to BSN program students may not be able to transfer credits to another higher education nursing program, apply for federal scholarships or grants, obtain federal employment or join the military in an RN capacity until such accreditation is obtained. In addition, if initial accreditation is not granted prior to the conclusion of a student's program, RN to BSN program graduates should be aware that graduation from a programmatically accredited undergraduate nursing program may be an admissions requirement for entry into graduate-level study in the field.

Program Outcomes

Students who successfully complete the Bachelor of Science in Nursing online degree program will be able to:

1. Apply nursing leadership concepts and skills to promote quality care and patient safety across a variety of healthcare settings
2. Apply (a) current evidence and (b) critical thinking and (c) assessment skills to professional nursing practice;
3. Use technological and informatics systems related to health care to promote quality patient care;
4. Synthesize local and federal policies that affect health, health care delivery, and health care management;
5. Use interprofessional communication and collaborative skills to communicate with and educate peers, health care professionals, patients and their families, and the community;
6. Assess health and wellness beliefs and practices to promote health and disease prevention among individuals, families, groups, communities, and populations;
7. Articulate the value of pursuing practice excellence, through lifelong learning and engagement, to grow professionally; and
8. Integrate holistic nursing knowledge, values, skills, and attitudes into practice across the lifespan and continuum of healthcare environments.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 29 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- *ENG 325 Intermediate Composition (3 credits) *Prerequisites: ENG 121 and ENG 122 or equivalents*

- *NUR 322 Health Care Ethics and Medical Law (3 credits)
- NUR 300 Professional Role Development and Practice in Nursing (3 credits)
- NUR 302 Transcultural Nursing Care (3 credits)
- NUR 304 Health Assessment (3 credits)
- NUR 306 Nursing Research (3 credits)
- NUR 301 Introduction to Health Informatics (3 credits)
- GRO 325 Aging and Health (3 credits)
- NUR 400 Family Health Nursing (3 credits)
- NUR 402 Community Health Nursing (3 credits)
- NUR 404 Nursing Care and Management of Chronic Illness and Disability (3 credits)
- NUR 406 Leading and Managing in Nursing (3 credits)
- NUR 492 Capstone I: Nursing Practice Improvement Inquiry (3 credits)
- NUR 494 Capstone II: Nursing Practice Improvement and Evaluation (3 credits)

* Satisfies General Education requirements.

licensure, certification, or employment in this field of study. This program is not a Military Science (ROTC) program and does not lead to a commission.

Program Outcomes

Students who successfully complete the Associate of Arts in Military Studies degree program will be able to:

1. Communicate information and ideas at an acceptable competency level through written, verbal, and technological means;
2. Demonstrate skills in logical reasoning at a level useful in decision making and problems solving activities;
3. Apply the perspectives of history to understand military studies;
4. Understand the basic concepts of political science specific to American Government;
5. Develop an understanding of international relations and the relationship to the military studies; and
6. Formulate questions concerning the role of the military within chronological and geographical context to serve as a foundation for more in-depth inquiries.

Program Requirements

Total number of credits required: 64 credits

Introductory Course Requirement: 3

General Education Requirements: *49 credits

Core Requirements: *21 credits

*In this program, 9 credits from the core may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Core Requirements (21 credits)

- POL 201 American National Government (3 credits) Satisfies General Education Political Science requirement
- POL 211 Introduction to Politics (3 credits)
- HIS 103 World Civilizations I (3 credits) Satisfies General Education History requirement
- HIS 104 World Civilizations II (3 credits) Satisfies General Education Diversity Awareness requirement
- MIL 204 Introduction to Sources of Conflict in the Middle East (3 credits)
- MIL 208 Survey of the American Military since WWI (3 credits)

College of Liberal Arts: Undergraduate Programs and Requirements

Associate of Arts in Military Studies

The Associate of Arts in Military Studies degree provides students with a solid foundation in general education from which the fundamentals of military studies can be drawn. Students will make use of the critically reflective tools for interpreting pertinent historical, cultural, philosophical, and political issues that lead to an understanding of military studies. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/oaams.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining

- MIL 212 The Military as a Peace Keeping Force (3 credits)

General Education Requirements (49 credits)

- PSY 202 Adult Development & Life Assessment (3 credits) Satisfies General Education Social and Personal Awareness requirement
- PHI 208 Ethics & Moral Reasoning (3 credits) Satisfies General Education Humanities requirement
- CGD 218 Visual Literacy in Business (3 credits) Satisfies General Education Cultural and Aesthetic Awareness requirement
- COM 200 Interpersonal Communication (3 credits) Satisfies General Education Communication III Competency requirement
- ENG 121 English Composition I (3 credits) Satisfies General Education Communication I Competency requirement
- ENG 122 English Composition II (3 credits) Satisfies General Education Communication II Competency requirement
- ENG 125 Introduction to Literature (3 credits) Satisfies General Education Literature requirement
- INF 103 Computer Literacy (3 credits) Satisfies General Education Information Technology Competency requirement
- *MAT 221 Introduction to Algebra (3 credits) Satisfies General Education Mathematical Competency Prerequisite requirement
- MAT 222 Intermediate Algebra (3 credits) Satisfies General Education Mathematical Competency requirement
- PHI 103 Informal Logic (3 credits) Satisfies General Education Critical Thinking Competency requirement
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits) Satisfies General Education Applied Ethics Competency requirement
- SCI 207 Dependence of Man on the Environment (4 credits) Satisfies General Education Science requirement

*Students who waive MAT 221 are required to take 61 total program credits in order to meet graduation requirements.

Associate of Arts in Military Studies Graduation Requirements

To be eligible for an Associate of Arts in Military Studies degree, a student must successfully accomplish the following:

- Completion of all program/course requirements;
- Completion of a minimum of 64 credits. Additional prerequisite courses may be required;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University; and
- At least 18 credits earned toward the Associate of Arts degree must be completed at Ashford University.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as an Associate of Arts in Military Studies.

Bachelor of Arts in Applied Linguistics

Applied Linguistics is an interdisciplinary field of study focusing on the practical problems of language-related issues in order to improve the lives of individuals and conditions in society. This major draws from courses in anthropology, English, psychology, sociology, education, and more. Students in this major will address topics such as: how languages can best be learned and taught, social factors that affect language learning, and how technology can be used to contribute to the effectiveness of language teaching and learning. A Bachelor's degree in Applied Linguistics provides students with valuable training for many opportunities following graduation, and for continuing on to graduate degrees in specialized areas of the field. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaal.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly

encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Applied Linguistics major graduates will be able to:

1. Apply the overall theories and purposes of linguistic study and research;
2. Assess how language is learned;
3. Examine the use of language-related technologies and their impact on professions;
4. Recount the history and evolution of the English language;
5. Demonstrate an understanding of Linguistics fields, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics;
6. Interpret the policy issues and sociological aspects of applied linguistics; and
7. Develop a capstone research paper exemplifying the ability to apply theoretical knowledge, and research and technological skills in preparation for a career in the field.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 29 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

Understanding and Teaching Language Courses (9 credits):

- LNG 101 Introduction to Language (3 credits)
- LNG 330 Language and Power: An Introduction to Discourse Analysis (3 credits) *Prerequisite: LNG 101 or LNG 321*
- LNG 206 Language & Technology (3 credits) *Prerequisite: LNG 101 or LNG 321*

Theoretical Linguistics Courses (15 credits):

- LNG 320 Structures of Language (3 credits) *Prerequisite: LNG 101 or LNG 321*

- LNG 310 Sounds of Language (3 credits) *Prerequisite: LNG 101 or LNG 321*
- LNG 415 Meaning in Language (3 credits) *Prerequisite: LNG 101 or LNG 321*
- *LNG 360 Language & Society (3 credits) *Prerequisite: LNG 101 or LNG 321*
- LNG 450 Computational Linguistics (3 credits) *Prerequisite: LNG 101 or LNG 321*

Second Language Acquisition Courses (9 credits):

- LNG 212 Second Language Acquisition (3 credits) *Prerequisite: LNG 101 or LNG 321*
- *ELL 361 Language Learning in a Global Context (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)

Speech Therapy Courses (6 credits):

- LNG 222 Survey of Communicative Disorders (3 credits) *Prerequisite: LNG 101 or LNG 321*
- LNG 455 Language Development Disorders (3 credits) *Prerequisite: LNG 101 or LNG 321*

Applied Linguistics Capstone Course (3 credits):

- LNG 497 Applied Linguistics Capstone (3 credits) *Prerequisites: LNG 101 or LNG 321 and GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Communication Studies

The Bachelor of Arts in Communication Studies major is designed for students who seek career opportunities in many fields: public relations, human resources, business management, communications management, education, public policy and administration, sociology, journalism, and the media. Communication Studies provides students with an understanding of ethical responsibilities when accessing and disseminating information, and the role of interpersonal, group, and mediated messages in a democratic society. Within the program, students will examine multiple topics in communication from persuasion and communication theory to various forms of written communication, both business/ professional writing and writing for media purposes. This program leads to a baccalaureate degree in liberal arts. It is eligible for federal financial aid, but not subject to the gainful employment requirements.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or

specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Communication Studies major graduates will be able to:

1. Communicate with fluency and clarity;
2. Select effective communication techniques appropriate to audience and context;
3. Identify barriers to effective communication in different contexts and formulate effective solutions;
4. Articulate the value of free expression to a democratic society;
5. Demonstrate sensitivity in communications between and among different groups and individuals of diverse backgrounds;
6. Demonstrate adaptability to changes in communication technology;
7. Conduct effective independent research; and
8. Communicate in ways consistent with the highest ethical standards of the communications professions.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *33 credits

Electives: 41 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (33 credits)

- COM 101 Introduction to Communication (3 credits)
- COM 425 Communication in Organizations (3 credits)

- ENG 325 Intermediate Composition (3 credits) *Prerequisites: ENG 121 and ENG 122 or equivalents*
- COM 345 Media Writing for Communication (3 credits)
- *COM 323 Persuasion & Argumentation (3 credits)
- *COM 325 Communication & Conflict (3 credits)
- *COM 360 Advanced Communications in Society (3 credits)
- COM 340 Technical Writing (3 credits)
- CGD 318 Public Relations Practice & Promotional Writing (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- COM 480 Communication Studies Capstone (3 credits) *Prerequisite: GEN 499*

*Satisfies General Education requirements.

Bachelor of Arts in Cultural Anthropology

A Bachelor of Arts degree in Cultural Anthropology provides students with basic skills of critical thinking, writing, research, and cross-cultural understanding. The Cultural Anthropology major examines patterns and processes of cultural change with a focus on how people live in particular places, and how they organize, govern and create meaning. Students will examine diversity in other cultures and consider other world views to gain an understanding of how and why diversity in human culture came about. Research in cultural anthropology is distinguished by its reliance on participant observation, and students will learn the research methodologies used to collect and assess critically anthropological data. Students who complete the program will be prepared to enter graduate school in several of the social science disciplines. Course offerings examine topics ranging from anthropological theory, urban and gender anthropology and the study of Native American culture. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Note: Some applications in major courses may require additional hardware, software, and/or internet connectivity requirements. This includes the use of plug-in software Adobe Flash Player 8 for Windows or 8.0 for Mac users.

Program Outcomes

Cultural Anthropology major graduates will be able to:

1. Demonstrate an understanding of the topical scope and main concepts of cultural anthropology, including gender and conflict;
2. Explain how cultural systems construct reality differently for various human groups;
3. Evaluate the role of anthropology as essential to understanding contemporary cultures in the US and globally;
4. Evaluate the ethical principles and guidelines that are the framework for all anthropological work; and
5. Apply anthropological research skills in analysis, the collection of data and artifacts.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *40 credits

Electives: 35 credits

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

*In this program, 10 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (40 credits)

- *ANT 202 Human Origins & Prehistory (4 credits)
- ANT 234 Family, Kin, & Groups (3 credits)
Prerequisite: English Competency and ANT 101 or other Diversity Awareness Competency
(Recommended Prerequisite: Successful completion of ENG 122)
- ANT 307 Anthropology of War (3 credits)
Prerequisite: English Competency and ANT 101 or other Diversity Awareness Competency
- ANT 340 Anthropological Theory (3 credits)
Prerequisite: English Competency and ANT 101 or other Diversity Awareness Competency

- ANT 343 Language, Culture, & Communication (3 credits)
Prerequisite: English Competency and ANT 101 or other Diversity Awareness Competency
- ANT 315 Material Culture: Archaeology & the Human Condition (3 credits)
Prerequisite: ANT 202
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
Prerequisite: English Competency and ANT 101 or other Diversity Awareness Competency
- ANT 347 Urban Anthropology (3 credits)
Prerequisites: ANT 340 or SOC 315 or SOC 205
- ANT 353 Anthropology of Gender (3 credits)
Prerequisite: ANT 340 or SOC 205
- *ANT 348 Native American Anthropology (3 credits)
Prerequisite: English Competency and ANT 101 or other Diversity Awareness Competency
- ANT 464 Applied Anthropology (3 credits)
Prerequisite: ANT 340 or SOC 205
- ANT 462 Anthropological Research Methods (3 credits)
Prerequisite: ANT 340 or SOC 205
(Recommended Prerequisite: Senior Level Status)
- ANT 499 Ethnographic Study Capstone (3 credits)
Prerequisite: ANT 462 and no more than 12 additional credits required prior to graduation

* Satisfies General Education requirements.

Bachelor of Arts in English

This program will offer students a disciplined study of literature and provide a rigorously designed foundation for the development of writing and critical thinking skills. An English degree is versatile, and employers value the proficiency in communication and composition that are valuable in any career. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaen.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

English major graduates will be able to:

1. Demonstrate an understanding of various literary genres and works in their historical, analytical, and sociopolitical contexts;
2. Develop the ability to write creatively, clearly, and concisely;
3. Develop critical thinking skills through intellectual inquiry;
4. Demonstrate the ability to integrate significant literary ideas and themes into a personal worldview;
5. Evaluate the power of language relative to ethnicities and gender;
6. Analyze how writing, language, and literature function to shape human culture and individual identity; and
7. Apply effective independent research skills.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

All students must take ENG 121 and ENG 122 or their equivalents prior to beginning their English major course requirements.

- ENG 341 Studies in Literary Genres (3 credits)
- *ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature After 1865 (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- ENG 353 Evolution & History of the English Language (3 credits)
- *ENG 317 International Voices (3 credits)
- ENG 380 Literary Research (3 credits)
- ENG 318 Creative Writing (3 credits)
- ENG 438 Literary Theory (3 credits)

- ENG 497 English Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Environmental Studies

The Bachelor of Arts in Environmental Studies prepares students as professionals and citizens of the world for work in environmental careers. Environmental Studies is an interdisciplinary program that instills in students an ability to better understand the relationships between humans and the environments and humanity's impact on the different environments. Students work individually and collaboratively to acquire the knowledge, skills, attitudes, and motivation to seek out solutions to global environmental issues. Through interdisciplinary study in science, the social sciences, and the humanities, Environmental Studies encourages students to embrace the interconnections in knowledge and the environment in order to understand and manage the complexities of environmental, cultural, and social issues that are local, national, and global in scale. This program leads to a baccalaureate degree in liberal arts. It is eligible for federal financial aid, but not subject to the gainful employment requirements.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Environmental Studies major graduates will be able to:

1. Demonstrate specific knowledge of material, information, and techniques in the natural sciences relating to a career in the environmental fields;
2. Evaluate the specific knowledge of material and information in the humanities and social sciences relating to a career in the environmental fields;
3. Apply critical reading, thinking, and communication skill using language specific to the environmental fields;
4. Implement appropriate current technologies that allow work and knowledge in the field to meet or exceed course expectations; and
5. Demonstrate critical thinking, reading, and integration skills in the analysis of complex

situations in order to develop descriptions, interpretations, and solutions regarding issues in the environmental fields.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *43 credits

Electives: 32 credits

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

*In this program, 10 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (43 credits)

- ENV 100 Introduction to Environmental Studies (3 credits)
- *SCI 207 Dependence of Man on the Environment (4 credits)
- ENV 322 Energy & Environmental Systems (3 credits)
- ENV 325 Environmental Management (3 credits)
- ENV 326 Ecology & Evolution (3 credits) *Prerequisites: ENV 100 and SCI 207*
- ENV 330 Environmental Ethics (3 credits)
- ENV 350 Conservation Biology (3 credits) *Prerequisite: ENV 326*
- ENV 333 Environmental Impact (3 credits)
- ENV 345 Business & the Environment (3 credits)
- *POL 310 Environmental Policies (3 credits)
- ^ENG 328 Scientific & Technical Writing (3 credits) *Prerequisite: ENG 122 or equivalent*
- */**GEO 308 Geographic Information Systems (3 credits)
- **ENV 495 Environmental Research (3 credits)
- **ENV 497 Environmental Studies Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

**Please note that some applications in this course may require additional hardware, software, and/or internet connectivity requirements. This includes use of Windows XP with Service Pack 2.0 or higher and broadband Internet access. GIS software used in this program is not compatible with Mac OS.

^ Science General Education requirement must be met before taking this course.

Bachelor of Arts in History

In a world transformed by the powerful tides of globalization, history provides an intellectual toolkit for dealing with complex national and international realities. Every aspect of the present is rooted in aspects of the past. Immersion in place-based knowledge and understanding how unintended consequences shape our lives help students to understand an increasingly complex world. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obah.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

History major graduates will be able to:

1. Utilize appropriate historical sources in the completion of written and/or oral narratives and analysis;
2. Interpret events, institutions, and human communities in their historical contexts;
3. Assess historical phenomena in terms of continuity, change, causation, and significance;
4. Distinguish between history and other ways of thinking about the past;
5. Evaluate historical events and trends from global perspectives that examine interaction between societies and cultures; and
6. Assess the significance of social and cultural developments within broader historical contexts.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 32 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- *HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 205 United States History I (3 credits)
- HIS 206 United States History II (3 credits)
- *POL 303 The American Constitution (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 378 Historiography & Historical Methodologies (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 306 Twentieth-Century Europe (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- *HIS 310 American Women's History (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 331 World War II (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 340 Recent American History (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 342 The Middle East (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency
- HIS 379 The Atlantic World (3 credits)
Prerequisites: Successful completion of General Education History Subject Area and English Proficiency

- HIS 497 History Capstone: Advanced Research Project (3 credits)

Prerequisite: GEN 499

* Satisfies General Education requirements.

Bachelor of Arts in Homeland Security and Emergency Management

The Bachelor of Arts in Homeland Security and Emergency Management provides students with a broad view of homeland security, emergency management, and preparedness at the federal, state, and local levels. The program is designed to transcend a single discipline to consider counter-terrorism, emergency planning for natural disasters and response to terrorism, research and analysis, and an interdisciplinary foundation of courses including ethics, international relations, cyber crime, as well as a strong emphasis on American Government and the United States Constitution. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahsem.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Homeland Security and Emergency Management major graduates will be able to:

1. Demonstrate a comprehension of relevant bodies of law, the intelligence community, and international, political, social, and cultural environments;
2. Develop critical thinking skills for effective problem solving relative to crisis management issues, principles, and procedures;
3. Understand the importance of the historic, cultural, and diversity aspects of selected populations;
4. Demonstrate the ability to write a substantive report or analysis using strong research skills and technical writing proficiency;

5. Evaluate data and analyze the validity of the information;
6. Create a report that demonstrates the ability to retrieve information from relevant websites including the pertinent governmental websites and repositories of information; and
7. Evaluate the ethical implications of Homeland Security measures.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 32 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- *HSM 101 Introduction to Homeland Security and Emergency Management (3 credits)
- HSM 201 Department of Homeland Security Missions and Current Issues (3 credits)
- POL 201 American National Government (3 credits)
- *POL 303 The American Constitution (3 credits)
- SOC 333 Research Methods (3 credits)
- *HSM 311 Ethics & Homeland Security (3 credits)
- HSM 315 Emergency Planning (3 credits)
- HSM 320 Emergency Response to Terrorism (3 credits)
- HSM 421 Research & Analysis in Homeland Security (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)
- HSM 435 Psychology of Disaster (3 credits)
- HSM 438 Introduction to Cyber Crime (3 credits)
- HSM 497 Homeland Security & Emergency Management Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Journalism and Mass Communication

The Bachelor of Arts in Journalism & Mass Communication draws upon the applied liberal arts tradition of the university. This program builds on a wide range of journalism-related studies: electronic media communication, ethics, law and integrity in journalism, and the First Amendment. Graduates will be prepared for employment or advancement in a wide variety of journalism positions, advertising and marketing, communications, and in many areas of mass media. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obajmc.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Journalism and Mass Communication major graduates will be able to:

1. Demonstrate an understanding of the rights, roles and responsibilities of news media professionals;
2. Apply the journalistic concepts of accuracy, timeliness and impact;
3. Demonstrate professional-level communication skills in the areas of print, online media layout, report, editorial writing and interviewing;
4. Apply ethical principles and decision-making in the practice of journalism; and
5. Demonstrate the research skills necessary to interpret and analyze public records, reference materials, and internet resources.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: 39 credits

Electives: 26 credits

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

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- JRN 101 Digital & Media Literacy (3 credits)
- JRN 200 Elements of Journalism (3 credits) *Prerequisite: ENG 121 and ENG 122 or equivalents*
- JRN 201 Multimedia News Writing and Editing (3 credits)
- JRN 301 Newsgathering & Reporting (3 credits)
- JRN 321 Visual Journalism (3 credits)
- JRN 333 Ethics in Journalism (3 credits)
- JRN 339 Global Journalism (3 credits)
- JRN 341 Specialized Journalism (3 credits)
- JRN 410 Journalism Law (3 credits)
- JRN 412 Advanced Editorial & Feature Writing (3 credits) *Prerequisite: ENG 325*
- JRN 415 Methods of Research & Analysis in Journalism (3 credits)
- JRN 425 Journalism & Politics (3 credits)
- JRN 497 Journalism & Mass Communication Capstone (3 credits) *Prerequisite: GEN 499*

Bachelor of Arts in Law Enforcement Administration

The Bachelor of Arts in Law Enforcement Administration (LEA) is designed for students who wish to advance their careers by developing management skills in the field of law enforcement. The major is designed to provide students with the knowledge and leadership skills necessary to maintain social order, protect individual rights, meet public needs, and uphold the laws and institutions of democracy. Students will learn problem solving and communication skills, and develop increased empathy and a greater understanding of diversity. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obalea.

Special Terms and Conditions: Successful completion of this program by itself does not lead to professional licensure or certification in any state, regardless of concentration or specialization, and students will not receive the training required to become a law enforcement

officer. Each state has its own standards and training requirements for appointment as a law enforcement officer. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Law Enforcement Administration major graduates will be able to:

1. Develop management and leadership skills appropriate to law enforcement administration;
2. Evaluate the practices and systems for maintaining individual rights;
3. Develop an understanding of police responsibility, ethics, and rights;
4. Analyze criminal behavior;
5. Demonstrate an understanding of race, crime, and social policy;
6. Develop an understanding of the character traits necessary for becoming a responsible, moral law enforcement leader;
7. Evaluate the guidelines for policing in today's communities; and
8. Create a final project that demonstrates an understanding of research and illustrates critical thinking and clear and concise writing skills.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 32 credits

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

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- LEA 201 Introduction to Law Enforcement Administration (3 credits)
- LEA 312 Community Policing (3 credits)
- *LEA 316 Ethics in Law Enforcement (3 credits)
- LEA 328 Leadership & Supervision in Law Enforcement (3 credits)
- LEA 408 Technological Management in Law Enforcement (3 credits)
- LEA 339 Law Enforcement Personnel Management (3 credits)
- LEA 413 Investigations Management (3 credits)
- LEA 432 Fiscal Administration in Law Enforcement (3 credits)
- LEA 439 Politics & Law Enforcement (3 credits)
- ENG 325 Intermediate Composition (3 credits) *Prerequisites: ENG 121 and ENG 122 or equivalents*
- LEA 444 Training Management (3 credits)
- LEA 497 Law Enforcement Administration Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Liberal Arts

The Bachelor of Arts in Liberal Arts major is designed for students who seek career opportunities in many fields. The Liberal Arts program is designed to provide students with a broad-based liberal arts experience enriching the student's understanding of the physical and social world. The diversity of courses will enable the student to examine major national and global issues, especially those issues related to cultures and their diversity. Liberal studies emphasize literature, philosophy, social science, and analytical and critical thinking skills, all of which prepare students for lifelong learning and social, cultural, and technological change.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state.

Program Outcomes

Liberal Arts major graduates will be able to:

1. Demonstrate appropriate comparative and analytical communication skills across disciplines;
2. Develop skills to conduct effective independent research;
3. Develop and apply culturally diverse communication skills between and among different groups and individuals in a global environment;
4. Apply critical thinking skills in analyzing, environmental, social, and political issues;
5. Develop the ability to integrate viewpoints from different disciplines; and
6. Analyze the values that influence interactions among people, groups, and nations.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *33 credits

Electives: 50 credits

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

*In this program, 18 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (33 credits)

- *LIB 101 The Art of Being Human (3 credits)
- *LIB 102 Human Questions (3 credits)
- LIB 301 Liberal Arts Seminar (3 credits)
- *LIB 202 Women, Culture & Society (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits) *Prerequisite: ENG 122 or equivalent*
- *LIB 316 Historical Contexts & Literature (3 credits)
- LIB 318 Peacemaking: A Study in Conflict Resolution (3 credits)
- *LIB 320 Global Socioeconomic Perspectives (3 credits)
- *LIB 332 Science & Culture (3 credits)
- LIB 356 Research Methods for the Humanities (3 credits)
- LIB 495 Capstone – Advanced Research Project (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Military Studies

The Military Studies program is developed to provide students with a foundation in the areas of historical and political studies and methodologies to understand the role of the military as an institution within society. This major will provide students with historical and ethical perspectives on military affairs. Students will take a broad variety of courses that provide a context in chronology and geography to develop the skills, knowledge base, and moral awareness in preparation for a career as a leader in the military or in the private sector. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obams.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study. This program is not a Military Science (ROTC) program and does not lead to a commission.

Program Outcomes

Military Studies major graduates will be able to:

1. Apply the methodologies and approaches characteristic of a range of liberal arts disciplines (e.g. anthropology, history, literature, political science, philosophy, and international relations) in a military context;
2. Analyze issues concerning the role of the military within its chronological and geographical context;
3. Demonstrate the ability to conduct effective research by creating a final summative research project;
4. Assess the moral and ethical concerns raised through the study of the relationship of the military to society;
5. Analyze the importance of the military as an instrument for the preservation of peace, as well as the waging of war; and
6. Demonstrate an understanding of the character traits necessary for becoming a responsible, moral leader.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 38 credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *MIL 275 Military Ethics (3 credits)
- ANT 307 Anthropology of War (3 credits)
- MIL 310 American Military History I (3 credits)
- MIL 311 American Military History II (3 credits)
- SOC 333 Research Methods (3 credits)
- ENG 325 Intermediate Composition (3 credits) *Prerequisites: ENG 121 and ENG 122 or equivalents*
- *HIS 306 Twentieth-Century Europe (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- *POL 303 The American Constitution (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- MIL 350 Studies in Military Leadership (3 credits)
- MIL 497 Military Studies Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Political Science and Government

The Bachelor of Arts in Political Science and Government focuses on the systematic study of political institutions, behavior, political parties, research methods, comparative politics, and an emphasis on our national government. Political Science is key for imparting knowledge of political processes, values, and public policy and is designed to provide students with the analytical tools and critical thinking skills to address the intricate and complex relationships among the private, public, transnational, and global sectors. For more information about on-time completion rates, the median loan debt of students who

completed this program, and other important information, please visit www.ashford.edu/pd/obapsg.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Political Science and Government major graduates will be able to:

1. Demonstrate an understanding of the ways in which power and authority are embedded in the structures and workings of the government and politics;
2. Analyze political issues and develop methods to resolve them through effective and creative communication;
3. Develop the ability to undertake in-depth analyses of political behavior as it applies to various political theories in democracy and representation;
4. Assess critically the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels; and
5. Evaluate public policy as it relates to political behavior, rights, and justice.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *POL 111 Introduction to Political Science (3 credits)
- POL 201 American National Government (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- *POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)
- POL 325 Congress & the Presidency (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 411 Political Behavior (3 credits)
- ^PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- POL 497 Political Science Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Social and Criminal Justice

The Social and Criminal Justice major offers a unique interdisciplinary program that examines criminal justice from a perspective that sees it as a means of building a more just society. Students examine topics such as forensics, psychology, crime prevention, the Constitution, criminal law, and the correctional system. This program leads to a baccalaureate degree in liberal arts. It is eligible for federal financial aid, but not subject to the gainful employment requirements.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Social and Criminal Justice major graduates will be able to:

1. Analyze criminal justice issues within the systems of law enforcement, the judiciary, and corrections;
2. Evaluate the application of the social justice principles of equality, solidarity, and human rights toward building a just society;
3. Apply knowledge of cultural sensitivity and diversity awareness to social and criminal justice;
4. Deconstruct the relationship between law enforcement, the judiciary, and corrections;
5. Interpret the relationship between social justice and criminal justice; and,
6. Develop critical perspectives in the study of social and criminal justice by drawing on the fields of criminology, law, philosophy, psychology, science, and sociology.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 41 credits

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

*In this program, 12 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- *POL 303 The American Constitution (3 credits)
- CRJ 201 Introduction to Criminal Justice (3 credits)
- *SOC 305 Crime & Society (3 credits)
- SOC 333 Research Methods (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- CRJ 305 Crime Prevention (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 311 Forensics (3 credits)
- *CRJ 303 Corrections (3 credits)

- CRJ 422 Criminal Justice Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Note: CRJ 201 should be taken prior to 300-level CRJ courses and above.

Bachelor of Arts in Social Science

The Social Science Program explores global environmental, health, social and technological issues and social change that shape our world from an interdisciplinary perspective. The program brings together diverse disciplines in a comprehensive manner, enabling students to develop a meaningful understanding of the complex associations and influences within a topic and to become global thinkers. This program leads to a baccalaureate degree in liberal arts. It is eligible for federal financial aid, but not subject to the gainful employment requirements.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Social Science major graduates will be able to:

1. Evaluate fundamental social science concepts;
2. Integrate knowledge from the social sciences to examine a variety of perspectives about contemporary issues;
3. Evaluate the importance and influence of diversity within and among cultures and societies;
4. Communicate theoretical perspectives, findings, and interpretations of contemporary issues in the social sciences;
5. Analyze contemporary issues in the social sciences using critical thinking and ethical reasoning skills; and
6. Apply qualitative and quantitative research methods to explain and analyze issues of global and contemporary significance

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 38 credits

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

*In this program, 12 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- *SSC 101 Introduction to Social Science (3 credits)
- SOC 205 Social Theory (3 credits)
- ENV 230 Concepts of Sustainability (3 credits)
- *POL 255 International Relations (3 credits)
- PSY 301 Social Psychology (3 credits) *Prerequisite: PSY 101 or SSC 101 or equivalent*
- SOC 333 Research Methods (3 credits)
- ANT 353 Anthropology of Gender (3 credits)
- SSC 340 Human Health and Global Environmental Change (3 credits)
- ^LIB 320 Global Socioeconomic Perspectives (3 credits)
- SSC 350 eSociety: Science, Technology and Society (3 credits)
- *COM 360 Advanced Communications in Society (3 credits)
- ANT 464 Applied Anthropology (3 credits)
- SOC 490 Social Science Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Note: SSC 101 and SOC 205 should be taken prior to 300-level courses and above in their respective subject areas.

Transfer Concentration Option

Students may add a transfer concentration to the Bachelor of Arts in Social Science program by transferring in 12 applicable credits in a defined subject area. Transfer concentrations are not required and are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of

admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: POL 255, LIB 320, ANT 353, and PSY 301. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Sociology

The BA in Sociology focuses on the study of human beings in their social settings. Sociology majors study topics such as social structures, various forms of social interactions, racial and ethnic groups, and the making and implementation of social policy. Graduates of the program are prepared for entry-level social science-linked and social service positions.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Sociology major graduates will be able to:

1. Defend knowledge of foundational sociological concepts; specifically, concepts of diversity, social responsibility, human rights, and dignity and respect for others in society;
2. Assess a variety of classical and contemporary sociological theoretical perspectives;
3. Evaluate research methodologies within the sociological context;
4. Critically evaluate sociological issues; and
5. Apply sociological tools to impact societal issues

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 35credits

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

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- *SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 205 Social Theory (3 credits)
- SOC 333 Research Methods (3 credits)
- ^PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- SOC 301 Identity & Social Inequality (3 credits)
- SOC 304 Social Gerontology (3 credits)
- *SOC 315 Cross-Cultural Perspectives (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 307 Gender & Sexuality (3 credits)
- SOC 401 Engaging in Sociology (3 credits)
- *SOC 320 Public Policy & Social Services (3 credits)
- SOC 490 Social Science Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Minors

Minors offered in the online modality provide students with additional opportunities to broaden and enrich their education. A minor is a program of study that is distinct from and supplements a student's major. A minor may be taken as a way to give a coherent pattern to elective credits, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one's major.

Coursework that is applied toward fulfillment of a minor may count toward elective or General Education requirements, but will not apply toward fulfillment of a transfer concentration or specialization. Students cannot earn a minor in the same subject area as their major field of study or a major that has more than 50% of the same coursework, unless otherwise noted. In addition, students cannot declare or earn two minors that share more than 50% of the same coursework. Students must declare a minor prior to degree conferral.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and

verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Accounting Minor (18 credits)

Please note: This minor is not available to students majoring in Accounting.

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- ACC 305 Intermediate Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 306 Intermediate Accounting II (3 credits)
Prerequisite: ACC 305
- ACC 310 Cost Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 401 Federal Income Taxes I (3 credits)
Prerequisite: ACC 205

Business Administration Minor (18 credits)

Please note: This minor is not available to students majoring in Business Administration, Business Economics, Human Resources Management, or Sports and Recreation Management.

- ACC 205 Principles of Accounting I (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisite: Critical thinking competency
- MGT 330 Management for Organizations (3 credits)

Business Economics Minor (18 credits)

Please note: This minor is not available to students majoring in Business Economics.

- BUS 308 Statistics for Managers (3 credits)
Prerequisite: Mathematical competency
- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisite: Critical thinking competency
- ECO 204 Principles of Microeconomics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 and ECO 203
- ECO 320 International Economics (3 credits)

- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Child Development Minor (18 credits)

- ECE 315 Language Development in Young Children (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- ECE 354 Assessment & Intervention During Early Childhood (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- SOC 312 Child, Family & Society (3 credits)

Communications Studies Minor (18 credits)

Please note: This minor is not available to students majoring in Communication Studies.

- COM 101 Introduction to Communication (3 credits)
- COM 323 Persuasion & Argumentation (3 credits)
- COM 325 Communication & Conflict (3 credits)
Prerequisites: ENG 121 and ENG 122 or equivalents
- COM 345 Media Writing for Communication (3 credits)
- COM 360 Advanced Communication in Society (3 credits)
- COM 425 Communication in Organizations (3 credits)

Cultural Anthropology Minor (18 credits)

Please note: This minor is not available to students majoring in Cultural Anthropology.

Required Courses:

- ANT 234 Family, Kin, & Groups (3 credits)
- ANT 307 Anthropology of War (3 credits)
Prerequisite: ANT 101
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
Prerequisite: ANT 101

Choose from three of the following courses:

- ANT 340 Anthropological Theory (3 credits)
Prerequisite: ANT 101
- ANT 343 Language, Culture, & Communication (3 credits)
Prerequisite: ANT 101

- ANT 347 Urban Anthropology (3 credits)
Prerequisite: ANT 340 or SOC 315
- ANT 353 Anthropology of Gender (3 credits)
Prerequisite: ANT 340
- ANT 348 Native American Anthropology (3 credits)
Prerequisite: ANT 340
- ANT 464 Applied Anthropology (3 credits)
Prerequisite: ANT 340

Educational Psychology Minor (18 credits)

Please note: This minor is not available to students majoring in Psychology

Required Courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 331 Psychology of Learning (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 323 Perception, Learning, & Cognition (3 credits)
Prerequisite: PSY 101 or equivalent
- EDU 338 Human Development & Learning (3 credits)
- PSY 352 Cognitive Psychology (3 credits)
Prerequisites: PSY 101, and ABS 311

Choose one of the following courses:

- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)

Entrepreneurship Minor (18 credits)

Please note: This minor is not available to students majoring in Entrepreneurship.

- BUS 362 Introduction to Entrepreneurship (3 credits)
- BUS 365 Creativity & Innovation (3 credits)
Prerequisite: BUS 362
- BUS 368 Venture Capital & Banking (3 credits)
Prerequisite: BUS 362
- BUS 433 New Business Strategy (3 credits)
Prerequisite: BUS 362
- BUS 435 Small Business Ventures (3 credits)
Prerequisite: BUS 362
- MGT 330 Management for Organizations (3 credits)

Environmental Studies Minor (18 credits)

Please note: This minor is not available to students majoring in Environmental Studies.

Required Courses:

- ENV 230 Concepts of Sustainability (3 credits)
- ENV 322 Energy & Environmental Systems (3 credits)
- ENV 325 Environmental Management (3 credits)

Choose three of the following courses:

- ENV 300 Environmental Biology (3 credits)
Prerequisite: Introductory biology course or SCI 207
- ENV 330 Environmental Ethics (3 credits)
- ENV 333 Environmental Impact (3 credits)
- ENV 345 Business & the Environment (3 credits)
- ENV 495 Environmental Research (3 credits)
- POL 310 Environmental Policies (3 credits)

Finance Minor (18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- BUS 215 Personal Financial Management (3 credits)
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency
- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- BUS 430 Finance Seminar (3 credits)
Prerequisite: BUS 405
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 and ECO 203

Global Studies Minor (18 credits)

- SOC 315 Cross-Cultural Perspectives (3 credits)
- ENG 317 International Voices (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- POL 353 Comparative Politics (3 credits)
- ANT 347 Urban Anthropology (3 credits)
Prerequisite: ANT 340 or SOC 315
- ECO 320 International Economics (3 credits)

Health and Wellness Minor (18 credits)

Please note: This minor is not available to students majoring in Health and Wellness.

- HWE 200 Introduction to Health and Wellness (3 credits)
- HCS 308 Introduction to Nutritional Concepts (3 credits)

- HCS 334 Personal Fitness and Wellness for Optimal Living (3 credits)
Prerequisites: HPR 205 and HWE 200
- HWE 330 Musculoskeletal Anatomy and Physiology (3 credits)
Prerequisite: HPR 205
- HWE 340 Exercise and Physiology (3 credits)
Prerequisites: HPR 205 and HWE 330
- HWE 420 Wellness for Special Populations (3 credits)
Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334

Health Care Administration Minor (18 credits)

Please note: This minor is not available to students majoring in Health Care Administration.

- HCA 205 Introduction to Health Care (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
Prerequisite: HCA 305 or HCA 205
- HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305 or HCA 205
- HCA 415 Community & Public Health (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
Prerequisite: Successful completion of the majority of major coursework
- HCA 430 Special Populations (3 credits)
Prerequisite: Successful completion of the majority of major coursework

Health Psychology Minor (18 credits)

Please note: This minor is not available to students majoring in Psychology.

- PSY 101 Introduction to Psychology (3 credits)
- GRO 202 Psychology of Aging (3 credits)
- HCS 316 Cultural Diversity in Health & Illness
- PSY 350 Physiological Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 361 Health Psychology (3 credits)
- PSY 380 Counseling and Behavior Change (3 credits)
Prerequisites: HWE 200 and PSY 361

Homeland Security and Emergency Management Minor (18 credits)

Please note: This minor is not available to students majoring in Homeland Security and Emergency Management.

- HSM 305 Survey of Homeland Security & Emergency Management (3 credits)
- HSM 311 Ethics & Homeland Security (3 credits)
- HSM 315 Emergency Planning (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)
- HSM 435 Psychology of Disaster (3 credits)
- HSM 438 Introduction to Cyber Crime (3 credits)

Humanities Minor (18 credits)

Please note: This minor is not available to students majoring in Liberal Arts.

- LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits)
Prerequisite: ENG 122 or equivalent
- LIB 316 Historical Contexts & Literature (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- LIB 332 Science & Culture (3 credits)

Human Resources Management Minor (18 credits)

Please note: This minor is not available to students majoring in Human Resources Management.

- BUS 303 Human Resource Management (3 credits)
- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303
- MGT 330 Management for Organizations (3 credits)

Information Systems Minor (18 credits)

Please note: This minor is not available to students majoring in Business Information Systems.

- INF 220 IS Principles (3 credits)
Prerequisite: INF 103
- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103
- INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- INF 410 Project Management (3 credits)

International Management Minor (18 credits)

Please note: This minor is not available to students majoring in International Business.

- BUS 343 International Marketing (3 credits)
- BUS 357 International Business (3 credits)
- BUS 378 International Business Law (3 credits)
- BUS 439 International Human Resources Management (3 credits)
- BUS 450 International Finance (3 credits)
- ECO 320 International Economics (3 credits)

International Security and Military Studies Minor (18 credits)

- MIL 208 Survey of the American Military since WWI (3 credits)
- MIL 212 The Military as a Peace Keeping Force (3 credits)
- MIL 275 Military Ethics (3 credits)
- ANT 307 Anthropology of War (3 credits)
- HIS 331 World War II (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)

Journalism & Mass Communication Minor (18 credits)

Please note: This minor is not available to students majoring in Journalism & Mass Communication.

- JRN 200 Elements of Journalism (3 credits)
- JRN 201 Multimedia News Writing & Editing (3 credits)
Prerequisite: ENG 325
- JRN 301 Newsgathering & Reporting (3 credits)

- JRN 341 Specialized Journalism (3 credits)
- JRN 333 Ethics in Journalism (3 credits)
- JRN 410 Journalism Law (3 credits)

Law Enforcement Administration Minor (18 credits)

Please note: This minor is not available to students majoring in Law Enforcement Administration.

- LEA 201 Introduction to Law Enforcement Administration (3 credits)
- LEA 328 Leadership & Supervision in Law Enforcement (3 credits)
- LEA 339 Law Enforcement Personnel Management (3 credits)
- LEA 408 Technological Management in Law Enforcement (3 credits)
- LEA 432 Fiscal Administration in Law Enforcement (3 credits)
- LEA 444 Training Management (3 credits)

Literature Minor (18 credits)

Please note: This minor is not available to students majoring in English.

Required Courses:

- ENG 303 Survey of Shakespeare (3 credits)
Prerequisites: ENG 122 and junior standing.
- ENG 317 International Voices (3 credits)
Prerequisites: English Proficiency
- ENG 380 Literary Research (3 credits)

Choose three of the following courses:

- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature After 1865 (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 341 Studies in Literary Genres (3 credits)
- ENG 438 Literary Theory (3 credits)

Logistics Management Minor (18 credits)

- BUS 445 Total Quality Management (3 credits)
- INF 220 IS Principles (3 credits)
Prerequisite: INF 103
- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330

- MGT 325 Introduction to Transportation Management (3 credits)
Prerequisite: MGT 330
- MGT 330 Management for Organizations (3 credits)
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330

Long Term Care Administration Minor (18 credits)

Please note: This minor is not available to students majoring in Health Care Administration.

- HCA 333 Introduction to Long Term Care (3 credits)
- BUS 303 Human Resource Management (3 credits)
- HCA 417 Electronic Health Records (3 credits)
- HCA 312 Health Care Finance (3 credits)
Prerequisites: HCA 281 and HCA 305 or HCA 205.
- HCA322 Healthcare Ethics and Medical Law (3 credits)
Prerequisite: HCA 305 or HCA 205.
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits) *Prerequisite: HCA 305 or HCA 205.*

Special Terms and Conditions: The Minor in Long Term Care Administration is not a licensure program. Ashford University cannot confirm whether this course or program meets requirements for professional licensure in any state. For information regarding professional licensure requirements in your state, you should contact the applicable testing agency and licensing board/agency in your state and determine whether the program meets requirements for licensure in the state where you reside.

Marketing Minor (18 credits)

Please note: This minor is not available to students majoring in Public Relations and Marketing.

- BUS 317 Introduction to Advertising (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

Operations Management Minor (18 credits)

Please note: This minor is not available to students majoring in Operations Management and Analysis.

- BUS 307 Operations Management & Quantitative Techniques (3 credits)
Prerequisite: Mathematical competency
- BUS 308 Statistics for Managers (3 credits)
Prerequisite: Mathematical competency
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency

Organizational Management Minor (18 credits)

Please note: This minor is not available to students majoring in Business Administration or Organizational Management.

- BUS 303 Human Resource Management (3 credits)
- COM 425 Communication in Organizations (3 credits)
- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

Political Science and Government Minor (18 credits)

Please note: This minor is not available to students majoring in Political Science and Government.

- POL 201 American National Government (3 credits)
- POL 211 Introduction to Politics (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 255 Introduction to International Relations (3 credits)

Project Management Minor (18 credits)

Please note: This minor is not available to students majoring in Project Management.

- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 337 Integrated Cost & Schedule Control (3 credits)
Prerequisites: ACC 205, and MAT 332 or BUS 308

- INF 338 Leadership & Communication Skills for Project Managers (3 credits)
Prerequisite: MGT 330 and writing competency
- BUS 445 Total Quality Management (3 credits)
- INF 410 Project Management (3 credits)
- MGT 435 Organizational Change (3 credits)

Psychology Minor (18 credits)

Please note: This minor is not available to students majoring in Psychology.

- PSY 101 Introduction to Psychology (3 credits)
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 330 Theories of Personality (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 331 Psychology of Learning (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 350 Physiological Psychology (3 credits)
Prerequisite: PSY 101 or equivalent

Public Administration Minor (18 credits)

Please note: This minor is not available to students majoring in Public Administration.

- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits)
Prerequisite: ECO 203
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits)
Prerequisite: PPA 301
- PPA 401 Urban Management (3 credits)
Prerequisite: PPA 301
- PPA 403 Administrative Law (3 credits)

Social and Criminal Justice Minor (18 credits)

Please note: This minor is not available to students majoring in Social and Criminal Justice.

- CRJ 201 Introduction to Criminal Justice (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 305 Crime Prevention (3 credits)

- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 311 Forensics (3 credits)

Social Sciences Minor (18 credits)

Please note: This minor is not available to students majoring in Social Science.

- SSC 101 Introduction to Social Science (3 credits)
- HIS 206 United States History II (3 credits)
Recommended Prerequisite: ENG 122
- SOC 315 Cross-Cultural Perspectives (3 credits)
- POL 310 Environmental Policies (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- ANT 353 Anthropology of Gender (3 credits)
Prerequisite: ANT 340

Sociology Minor (18 credits)

Please note: This minor is not available to students majoring in Sociology.

- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)

Speech & Language Disorders Minor (18 credits)

Please note: this minor is not available to students majoring in Applied Linguistics.

- LNG 101 Introduction to Language (3 credits)
- LNG 222 Survey of Communicative Disorders (3 credits)
Prerequisite: LNG 101
- LNG 310 Sounds of Language (3 credits)
Prerequisite: LNG 101
- LNG 320 Structures of Language (3 credits)
Prerequisite: LNG 101
- LNG 360 Sociolinguistics (3 credits)
Prerequisite: LNG 101
- LNG 455 Language Development Disorders (3 credits)
Prerequisite: LNG 101

Sports and Recreation Management Minor (18 credits)

Please note: This minor is not available to students majoring in Sports and Recreation Management.

- ACC 205 Principles of Accounting I (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- MGT 330 Management for Organizations (3 credits)
- SRM 401 Sport Finance (3 credits) *Prerequisite: ACC 205*
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)

World History Minor (18 credits)

Please note: This minor is not available to students majoring in History.

- HIS 104 World Civilizations II (3 credits)
- HIS 378 Historiography & Historical Methodologies (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 379 The Atlantic World (3 credits)

Writing Minor (18 credits)

Please note: This minor is not available to students majoring in English.

- ENG 315 Business and Professional Writing (3 credits)
Prerequisites: ENG 122 and junior standing.
- ENG 318 Creative Writing (3 credits)
- ENG 325 Intermediate Composition (3 credits)
Prerequisites: ENG 121 and ENG 122
- ENG 328 Scientific & Technical Writing (3 credits)
Prerequisites: ENG 122 and fulfillment of the General Education Science requirement.
- COM 345 Media Writing for Communication (3 credits)
- ENG 353 Evolution and History of the English Language (3 credits)

Specializations

A specialization is an area of study that supplements select undergraduate majors. Students begin specialization coursework following successful completion of the major capstone. Students must declare a specialization prior to completion of program requirements. A student may not enroll in any undergraduate specialization that has a course overlap with any declared major(s).

Business Economics Specialization (12 credits)

Available for Bachelor of Arts in Accounting degree program only.

- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 and ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Child Development Specialization (12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- ECE 205 Introduction to Child Development (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 351 Play & Learning for the Young Child (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)

Corrections Management Specialization (12 credits)

Available for Bachelor of Arts in Social and Criminal Justice degree program only.

- CRJ 461 Corrections Administration & Management (3 credits)
- CRJ 463 Contemporary Corrections Issues (3 credits)
- CRJ 465 Corrections & Incarceration (3 credits)
- CRJ 467 Probation & Parole (3 credits)

Criminal Investigations Specialization (12 credits)

Available in Bachelor of Arts in Social and Criminal Justice degree program only.

- CRJ 451 Homicide Investigation & Evidence Gathering (3 credits)
- CRJ 453 Criminal Profiling (3 credits)
- CRJ 455 Criminal Law (3 credits)
- CRJ 457 Forensic Evidence & the Law (3 credits)

Early Childhood Education Specialization (12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ECE 335 Children's Literature (3 credits)

Education and Public Policy Specialization (12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- EDU 108 Introduction to Policy & Education (3 credits)
- EDU 363 Education & Social Justice (3 credits)
- EDU 365 Politics of American Education (3 credits)
- EDU 428 Student Achievement in Public Schools (3 credits)

English Language Learner Studies Specialization (12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)

Entrepreneurship Specialization (12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Human

Resources Management, and Sports and Recreation Management degree programs only.

- BUS 362 Introduction to Entrepreneurship (3 credits)
- BUS 365 Creativity & Innovation (3 credits)
Prerequisite: BUS 362
- BUS 368 Venture Capital & Banking (3 credits)
Prerequisite: BUS 362
- BUS 433 New Business Strategy (3 credits)
Prerequisite: BUS 362

Finance Specialization (12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Sports and Recreation Management degree programs only.

- BUS 215 Personal Financial Management (3 credits)
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency
- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203

Health Care Informatics Systems Specialization (12 credits)

Available in all Bachelor's programs in the College of Health, Human Services, and Science except for Applied Behavioral Science, Health Informatics, and Psychology.

- HIM 301 Introduction to Health Informatics (3 credits)
- HCA 417 Electronic Health Records (3 credits)
- HIM 410 Health Informatics-A Systems Perspective (3 credits)
- HIM 435 Analyzing Healthcare Data (3 credits)

History Specialization (12 credits)

Available in Bachelor of Arts in Political Science and Government and Social Science degree programs only.

- HIS 331 World War II (3 credits)
- HIS 340 Recent American History (3 credits)
- HIS 342 The Middle East (3 credits)
- HIS 379 The Atlantic World (3 credits)

Homeland Security Specialization (12 credits)

Available in Bachelor of Arts in Social and Criminal Justice degree program only.

- HSM 305 Survey of Homeland Security & Emergency Management (3 credits)
- HSM 315 Emergency Planning (3 credits)
- HSM 320 Emergency Response to Terrorism (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)

Human Resources Management Specialization (12 credits)

Available in Bachelor of Arts in Business Administration, Health Care Administration and Organizational Management degree programs only.

- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303

Infant and Toddler Care Specialization (12 credits)

Available in Bachelor of Arts in Early Childhood Education and Early Childhood Education Administration only.

- ECE 341 Social & Emotional Growth of Infants & Toddlers (3 credits)
- ECE 343 Quality Care Environments for Infants & Toddlers (3 credits)
- ECE 345 Infant & Toddler Learning & Development (3 credits)
- ECE 347 Culture, Family & Childcare (3 credits)

Information Systems Specialization (12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Public Relations and Marketing and Sports and Recreation Management degree programs only.

- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103

- INF 322 Database Management Systems (3 credits)
Prerequisites: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency

Instructional Design Specialization (12 credits)

Available for Bachelor of Arts in Education Studies degree program only.

- EDU 120 Principles of Instructional Design (3 credits)
- EDU 232 Instructional Design for E-Learning (3 credits)
Prerequisite: EDU 120
- EDU 335 Design Concepts & Applications for Online Learning (3 credits)
Prerequisites: EDU 120 and EDU 232
- EDU 336 Evaluation of E-Learning (3 credits)
Prerequisites: EDU 120 and EDU 232

International Management Specialization (12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Public Relations and Marketing degree programs only.

- BUS 343 International Marketing (3 credits)
- BUS 357 International Business (3 credits)
- BUS 450 International Finance (3 credits)
- ECO 320 International Economics (3 credits)

Logistics Management Specialization (12 credits)

Available in Bachelor of Arts in Business Administration, Entrepreneurship, International Business, Organizational Management, Operations Management and Analysis, and Public Administration only.

- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330
- MGT 325 Introduction to Transportation Management (3 credits)
Prerequisite: MGT 330

- MGT 370 International Supply Chain Management (3 credits)
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330

Long-Term Care Specialization (12 credits)

Available in the Bachelor of Arts in Health and Human Services degree program only.

- HCA 333 Introduction to Long-Term Care (3 credits)
- HCA 442 Contemporary Issues in Aging (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- SOC 304 Social Gerontology (3 credits)

Long-Term Care Management Specialization (12 credits)

Available in Bachelor of Arts in Health Care Administration and Health Care Studies degree programs only.

- HCA 442 Contemporary Issues in Aging (3 credits)
- HCA 444 Long-Term Care: The Consumer Perspective (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- SOC 304 Social Gerontology (3 credits)

Marketing Specialization (12 credits)

Available in Bachelor of Arts in Business Administration and Sports and Recreation Management degree programs only.

- BUS 317 Introduction to Advertising (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

Operations Management Specialization (12 credits)

Available in Bachelor of Arts in Accounting and Business Administration degree programs only.

- BUS 307 Operations Management & Quantitative Techniques (3 credits) *Prerequisite: Mathematical competency*

- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- INF 336 Project Procurement Management (3 credits) *Prerequisite: INF 103*

Political Science and Government Specialization (12 credits)

Available in Bachelor of Arts in History and Social Science degree programs only.

- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)
- POL 355 International Relations (3 credits)
- POL 411 Political Behavior (3 credits)

Project Management Specialization (12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Organizational Management, Public Relations and Marketing, and Sports and Recreation Management degree programs only.

- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 337 Integrated Cost & Schedule Control (3 credits)
Prerequisite: ACC 205, and MAT 332 or BUS 308
- BUS 445 Total Quality Management (3 credits)
- INF 410 Project Management (3 credits)

Public Administration Specialization (12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Organizational Management degree programs only.

- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits) *Prerequisite: ECO 203*
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 401 Urban Management (3 credits) *Prerequisite: PPA 301*

Sports and Recreation Management Specialization (12 credits)

Available in Bachelor of Arts in Business Administration, Organizational Management and Public Administration degree programs only.

- ACC 205 Principles of Accounting I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- SRM 401 Sport Finance (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)

SECTION SEVEN: GRADUATE PROGRAMS

Overview

The following graduate programs are offered through the Forbes School of Business at Ashford University, the College of Education, College of Health, Human Services, and Science and the College of Liberal Arts. For more information about on-time completion rates, the median loan debt of students who completed each program below, and other important information, please visit www.ashford.edu/pd.

Admission Policies and Procedures for Graduate Programs

Conditional Admission Requirements (Graduate Programs)

Applicants seeking admission to any Master's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Have a Bachelor's degree or post-graduate degree from a regionally accredited or approved nationally accredited college or university with a grade point average (GPA) of 2.0 or above. Applicants with a grade point average of 2.0 to 2.74 will be placed on Academic Watch;
2. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*;
3. Have the ability to study in English indicated by one of the following:
 - o Earned a Bachelor's degree in which the primary language of instruction was English; or
 - o Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.

Bachelor's degrees from nationally accredited institutions granted accreditation by the following accrediting agencies may be considered for admission:

- Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission (AARTS);
- Association of Biblical Higher Education (ABHE, formerly known as AABC);
- Accrediting Commission of Career Schools and Colleges (ACCSC, formerly known as ACCSCT, NATTS or CCA-ACICS)
- Accrediting Council for Independent Colleges and Schools (ACICS, formerly known as AICS or CCAACICS);
- Association of Theological Schools in the United States and Canada, Commission on Accrediting (ATS);
- Council on Occupational Education (COE, formerly known as SACS-COED);
- Distance Education and Training Council, Accrediting Commission (DETC, formerly known as NHSC);
- Transnational Association of Christian Colleges and Schools, Accreditation Commission (TRACS); and
- Accrediting Bureau of Health Education Schools (ABHES).

Students with Bachelor's degrees accredited by the aforementioned institutions may be required to submit unofficial documentation to the Registrar's Office at the time of provisional admissions.

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to a Master's degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar's Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

Provisional admission status must be attained by the end of the 2nd attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second attempt of the Ashford Promise must wait one year from the date they were denied admission to re-apply, or they may appeal the University's decision using the process outlined subsequently to request a 3rd consecutive attempt of conditional admission in the Ashford Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. The decision will be communicated to the student via email from the Registrar's Office. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Provisional Admission Requirements

Students must attend beyond Week 3 of their first course in order to be provisionally admitted to a Master's degree program at Ashford University:

Attendance beyond Week 3 constitutes a student's confirmation of their intention to continue in the program as a regular student. Upon attendance beyond Week 3 of their first course, students are considered matriculated, regular students in their degree program. Students who

meet the requirements for Full Admission will be fully admitted into the degree program.

Transfer Credit Evaluation for Graduate Degree Programs

Upon being granted provisional admission to a graduate degree program, the Ashford University Registrar's Office staff will begin requesting official transcripts from schools where any graduate-level credit was earned, using the signed Transcript Request form.

This includes:

- College or university transcripts from institutions where graduate credit was earned
- Military credits evaluated for equivalency to graduate-level college credits

Once these transcripts have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

At the conclusion of the third (3rd) attempted Ashford University course in a degree seeking program, if any transcripts from institutions where graduate credit was earned have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined prior to the conclusion of the third (3rd) attempted Ashford University course that certain transcripts where graduate credit was earned are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Student Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework.

Students may submit official transcripts to Ashford University for review of transfer credits at any time.

Full Admission Requirements

The following requirements must be met prior to the conclusion of the third (3rd) attempted Ashford University course in a degree seeking program. To start the fourth (4th) course, students must complete all the requirements subsequently outlined and must meet all admissions requirements applicable to their specific degree program.

Students who do not complete all requirements will not be fully admitted and will be withdrawn from the program.

- Submission of an official transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate or post-graduate degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University.
- Students who do not meet the minimum GPA requirements outlined in the following two options but do have a minimum of a 2.0 GPA are fully admitted on Academic Watch and are required to achieve a cumulative GPA of 3.00 and successfully complete 67% of credits attempted by the conclusion of the first payment period.
 - Students who have completed only a Bachelor's degree or fewer than 12 credits of graduate-level coursework will have their GPA calculated for the Bachelor's degree only to meet the 2.75 GPA requirements.
 - Students who have completed 12 credits or more of graduate-level coursework may have their GPA calculated for graduate coursework to meet the 3.0 graduate GPA requirement.
- Students must submit official TOEFL or IELTS scores, if required for admission.
- At the conclusion of the Academic Watch period or the first payment period, any student who does not meet the requirements for satisfactory academic progress will be dismissed from the University.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal to the University Registrar for re-admission. Appeals are evaluated by a committee comprised of the University Registrar or designee, and a representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful

completion of graduate-level credits during the period of absence; and

- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined previously and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Note: See the Satisfactory Academic Progress Requirements in this section to review all related Satisfactory Academic Progress guidelines.

MACC Program-Specific Requirements

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis.

Students who submit official transcripts indicating that they successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take MAT 540 Statistical Concepts for Research. Students who submit official transcripts indicating that they have earned a Bachelor's degree in Accounting or Finance or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 590 General Cost Accounting.

MBA Program-Specific Requirements

Master of Business Administration students who submit official transcripts indicating that they have earned a Bachelor's degree or higher in Business, Business Administration, Accounting, Finance, or Economics or

have successfully completed undergraduate coursework in Accounting or Finance with a grade of “C” or higher, or graduate coursework in Accounting or Finance with a grade of “B” or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis. Students who have successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of “C” or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of “B” or higher will be exempt from the requirement to take MAT 540 Statistical Concepts for Research. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

MPA Program-Specific Requirements

Master of Public Administration students who submit official transcripts indicating that they have earned a Bachelor’s degree or higher in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Economics, Accounting, and Finance with a grade of “C” or higher or graduate coursework in Economics, Accounting, and Finance with a grade of “B” or higher will be exempt from the requirement to take BUS 599 Introduction to Quantitative Principles. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

MSCJ Program-Specific Requirements

Master of Science in Criminal Justice students who submit official transcripts indicating that they have earned an undergraduate degree in criminal justice or have successfully completed undergraduate coursework in criminal justice, criminal law and constitutional law with a grade of C or higher will be exempt from the requirement to take CRJ 501 Criminal Justice, Criminal Law & the Constitution. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

Additional Admission Requirements for International Applicants

The following requirements are applicable to international applicants and applicants relying on academic credentials earned outside the United States for admission to the

programs offered through the online modality. Please note that visa services are not provided for enrollment in online programs and that the University will not vouch for a nonimmigrant alien student’s status or associated charges.

Provisional Admission Requirements

In addition to the requirements for provisional admission outlined in the admission policy for graduate programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
 - The equivalent of a regionally or approved nationally accredited Bachelor’s degree from the United States.
 - The requirement for official evaluation of the Bachelor’s degree may be waived when a Master’s degree has been earned at an appropriately accredited university in the United States.

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

- Educational Credentials Evaluators, Inc. (ECE); OR
- World Education Services (WES)

Note: Students who have already had their international credentials evaluated prior to applying to Ashford University may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Full Admission Requirements

In addition to the requirements for full admission outlined in the admission policy for graduate programs, international students must submit an official evaluation sent directly from an approved evaluation service indicating that the student meets full admission requirement (student copies are not accepted) prior to the conclusion of three (3) Ashford University courses (equivalent to one academic term) if that institution is where their undergraduate degree was earned. To begin the fourth (4th) Ashford University course, international students must complete the requirement or they will be withdrawn from the program at the conclusion of the third (3rd) attempted Ashford University course.

Non-Degree Seeking Student General Admission Requirements for Graduate Level Coursework

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Please see additional policies for non-degree seeking students under *Classification of Students* in the *General Academic Information and Policies* section of this *Catalog*.

Students seeking to enroll in graduate-level coursework as a non-degree seeking student must meet the following requirements:

1. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University;
2. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework;
3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*; and
4. Have the ability to study in English indicated by one of the following:
 - Earned a Bachelor's degree in which the primary language of instruction was English;
 - A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Academic Policies and Procedures

Academic Calendar

The academic calendar for Ashford University graduate programs is continuous (also known as non-term), rather than defined by semester dates. Typically, students take one course at a time and move to the next course in the program sequence without a break. Opportunities to enroll in graduate studies and to begin a course sequence in a degree program are available frequently throughout the calendar year.

Most courses are six weeks long with an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2016-2017 occurs from December 20, 2016 to January 2, 2017.

Technology Requirements

It is our intent to assist students and to prepare them for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford University applicants and existing students and may be updated at any time.

Competencies

Students must possess the following online competencies:

- Ability to access course and program material on the Web;
- Ability to correspond with University staff, students, and faculty using email and the Web; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

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

- Platforms: Mac OS X 10.2 or higher or Windows XP or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, and Excel (provided); Adobe Reader 8.0 or higher; Adobe Flash 10 or higher (Constellation Users);
- Web Browser: Firefox 3.0 or higher, Internet Explorer 9.0 or higher, Safari 3.0 or higher, or Chrome;
- Networking: 56k dialup modem, DSL, or cable modem; and
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

The following are recommended for optimal performance:

- Networking: Broadband internet connection (DSL, Cable, or other).
- Constellation users: Windows Media Player 7.0 or higher, sound card and speakers.

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

Program Enrollment and Cancellation

Initial enrollment in Ashford University graduate programs is arranged through a University Enrollment Services Advisor or University Advisor. New students should contact an Enrollment Services Advisor/University Advisor to register. It is the student's responsibility to officially register for the program course of study. After initial enrollment, students will work with their Student Advisors to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student's Student Advisor. Major changes in a student's schedule may necessitate completion of a new Admissions Application and Enrollment Agreement.

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

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

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

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

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

Registration and Academic Placement

Initial registration and student scheduling is a one-time process based upon the information provided to Ashford University in the admission application. The student's initial schedule is based upon the student's desired start date and program of study in conjunction with previous education. Initial registration occurs in consultation with an Enrollment Services Advisor/University Advisor. Upon completion of initial registration, students have access to their individual course schedules and the dates of each course for which they are registered via the Student Portal.

Student schedules are adjusted by the student's Student Advisor, in consultation with the student, to accommodate courses applied in transfer once the admission file is completed and the student receives full admission to the University. It is the student's responsibility to review his or her schedule regularly through the Student Portal and to notify their Student Advisor to initiate any schedule changes.

Degree-Seeking Student Classifications

Class Level:

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

Enrollment Status:

Students who remain continuously enrolled in online non-term-based programs are classified as full-time. Students who are on a break of up to 14 consecutive days or on an approved Academic Leave are still classified as full-time. Students who fail to return from a break or approved Academic Leave as scheduled should refer to the *Withdrawal from the University* policies for information regarding determination of withdrawal date. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the student's break will extend the 14 day

limit to include the scheduled break. The annual winter break does not extend the 45 day limit for approved Academic Leaves that are greater than 14 days.

Auditing of Courses

Ashford University does not allow graduate-level course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

Graduate Programs Credit Maximum Policy

A maximum of 24 credits may be attempted per academic year. Students may appeal in writing to the Registrar's Office for an increase to a maximum of 36 credits attempted per academic year.

Concurrent Course (Double Up) Registration Policy

- Concurrent course registration may occur when the student is fully admitted and has completed his or her first two courses.
- Student must meet Satisfactory Academic Progress requirements.
- Payment of concurrent courses is not deferred and must be paid for in advance of the course start date.
- Concurrent course registration cannot violate progression or prerequisite requirements.
- At no time may a student attend more than two Ashford University courses concurrently.

Transfer Credit Policy

Students who have earned graduate-level course credits prior to matriculation at Ashford University may be eligible to transfer up to nine (9) credits toward an Ashford University graduate-level degree. Additional credits may be accepted when offered under an agreement approved by Ashford University up to a maximum of 15 credits. Once admitted and/or matriculated into an Ashford University Master's program, students are not permitted to take coursework at other institutions and transfer it into Ashford University, unless offered in an approved program or agreement.

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

Graduate-level college credits completed are acceptable for transfer under the following conditions, unless offered in an approved program or under an agreement approved by Ashford University:

- Credits should have been earned no more than ten (10) years before the date of admission to the degree program to which the credit is to be applied.
- Graduate courses cannot have been used to satisfy the requirements for a previous graduate degree, including Ashford University courses.
- The course must have been equivalent in content and level to the Ashford University course against which it is to be applied.
 - The course must have been a graduate-level course, taken for equivalent graduate-level credit at a regionally accredited college or university or Ashford University approved nationally accredited college.
 - Credits earned outside the United States must be evaluated by an approved Foreign Evaluation Agency for equivalency to both content and degree level of the Ashford University course.
 - Ashford University does not accept for graduate credit any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.
- Students must have earned a grade of "B" or better for any transfer course.
- All capstone courses must be taken at Ashford University. Degree programs may determine that certain courses are not eligible for transfer of credit.
- Official transcripts are required for transfer credit to be considered. In addition, students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.
- California residents who have earned graduate-level course credits prior to matriculation at Ashford University may be eligible to transfer up to six (6) credits awarded by another institution toward an Ashford University graduate-level degree.

Attendance Policy for Graduate Courses

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded discussion forum, submitting a written assignment or journal entry, or submitting a quiz or exam. Postings not related to graded discussion forums

or written assignments or journal entries not related to the actual assignment may be reviewed and disqualified for attendance purposes. Attendance on the basis of submitting a quiz or exam is determined by submission status at the conclusion of the calendar day (11:59 pm Mountain Time Zone).

Each instructional week begins on a Tuesday and concludes on the following Monday. A student is recorded either absent or present each day based on participation in an academic activity. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students who do not attend at least once in any seven consecutive day period will be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

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

Please refer to drop policies for grade implications when not meeting attendance requirements. Students not meeting attendance requirements will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.

Note: New students who do not meet attendance requirements for the first week of their first course or do not complete their first course, will be administratively withdrawn from the University and must work with their Enrollment Services Advisor/University Advisor to reschedule their enrollment in the program.

Academic Participation

In addition to meeting attendance requirements, students attending are expected to participate in their courses by actively engaging in weekly discussion forums with substantial posts and completing the required assignments for each week. A list of all assignments can be found

within the course calendar in each online class and also by week in the weekly instructional units.

Failure to meet academic participation requirements may negatively impact an assignment and/or course grade. All recorded time stamps for assignment submissions, discussion board posts, and attendance records will reflect Mountain Time Zone.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Academic Leave

Students who plan to take a break in attendance of greater than 14 days but no more than 30 days from their last date of attendance, who provide a written confirmation of their intent to return, will not be administratively withdrawn, provided they return as scheduled.

Written confirmations must be provided via the *Academic Leave Request* form in the Student Portal, and should be submitted within 14 days of the last date of attendance. *Academic Leave Requests* allow students to postpone the start date of their next scheduled course and maintain an active status with the University. To gain access to the *Academic Leave Request* form, students must speak with a Student Advisor. New students must complete their first course in order to be eligible for an Academic Leave.

Students who do not return on their scheduled return date or do not attend within the first seven days of the course they are scheduled for when returning from an approved Academic Leave will be administratively withdrawn. Please note that administrative withdrawal may occur at any point in a student's enrollment when 14 consecutive days of non-attendance occur, whether within an active course or between the last date of attendance in a prior course and the first date of attendance in a subsequent course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Exceptions to submitting an *Academic Leave Request* through the Student Portal may be made in instances where extreme extenuating circumstances exist for students unable to access the Student Portal. Students must contact a Student Advisor for assistance with this exception.

If a student requires a break in attendance of greater than 30 days, the Student Advisor may escalate an exception approval to a Director or designee for an Academic Leave with a maximum allotment of 45 days out of attendance. Exceptions will be made on a case-by-case basis.