

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:

- 6-week course = Week 1

Students who officially drop or are administratively dropped from a course after Week 1 and have a Last Date of Attendance (LDA) in Weeks 2 through 5 will receive a grade of "W" in the course. Students who officially drop or are administratively dropped from a course prior to the course end date and have an LDA in Week 6 will receive a grade of "WF" in the course.

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requirements and do not attend class within 14 days of their last date of attendance will be administratively withdrawn. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the student's break will extend the 14 day limit to include the scheduled 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.

Repeating Courses

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

All courses remain on the transcript. Unsuccessful completion of the first course of a student's program will result in the rescheduling of the course and revision of future course sequence. There is no restriction on the number of courses with a grade of C or W that may be repeated at the Master's level so long as other requirements of satisfactory academic progress are met. The grade point average will be calculated based on the grade given in the second course. Exceptions to the limit on repeating courses must be approved by the Vice President of Academic Services, the University Registrar, or designee.

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

Courses that must be repeated due to an unsuccessful grade do not count towards eligibility for financial aid. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

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, or WF.

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 (SAP) Policy

We are dedicated to the academic success of our students. As such, the following policy outlines the academic requirements for Ashford University graduate programs and how they are measured to ensure that students are making satisfactory academic progress toward successful degree completion. This policy applies to all graduate-level coursework attempted at Ashford University, regardless of date attempted.

Academic and Financial Aid Warning, and Academic and Financial Aid Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students placed on one of these statuses should meet with their Student Advisor to discuss course scheduling and to plan for remediation.

Please contact the Ashford University Registrar or Associate University Registrar with any questions concerning the requirements outlined in this policy. This policy applies to all coursework accepted and applied in transfer as well as attempted at Ashford University, as outlined in this policy, regardless of date attempted.

Graduate Non-Term Based Program Measures

- Week = 7 calendar days
- Full Academic Year Definition = a minimum of 36 weeks of instructional time and 18 successfully earned credits that apply toward the student's program of study.
- A full Academic Year consists of 2 increments also referred to in this *Academic Catalog* as payment periods, financial aid payment periods and Satisfactory Academic Progress (SAP) increments.
 - The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been successfully met.
 - The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been successfully met.

Final Academic Year Exceptions:

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

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

Full-Time Enrollment = Students who remain continuously enrolled, including breaks of 14 days or less, in non-term-based programs are classified as full-time. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break.

Satisfactory Academic Progress Standards

Graduate students must meet the following minimum qualitative and quantitative requirements to make satisfactory academic progress:

- Cumulative GPA in Ashford University coursework for all graduate students = 3.00
- Cumulative GPA includes all graduate-level coursework attempted at Ashford University, excluding grades of Pass, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated.
- Successful Completion Rate = 67% or 2/3 of all attempted credits. Attempted graduate-level credits are all Ashford University course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WF, and F.
- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as measured in credits attempted toward the program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.
- Repeated courses count negatively against successful completion rates.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at regular SAP increments. Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. After each evaluation, students who do not meet SAP standards will be notified in writing. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue until the incomplete grade is successfully completed.

SAP increments will be adjusted to coincide with the payment period. Please note any of the following activities may have an impact on the student's payment period which will result in a SAP review that may not be congruent with the standard SAP increment:

- Changing program of study;
- Returning to the University after being officially or unofficially withdrawn;
- Repeating coursework in which a passing grade was earned;
- Returning after being out of attendance over 180 days;
- Completing courses which do not apply to the student's program of study; and/or
- Taking courses concurrently.

Additionally, if it is determined that the SAP review did not align with the Financial Aid Payment Period, SAP will be reevaluated to coincide with the Financial Aid Payment Period and could affect the outcome of a previous SAP review.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are initially placed on Academic and Financial Aid Warning for the following SAP increment.

Students are given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework earned after the period during which the student did not meet satisfactory academic progress is counted as a part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid

Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning, are placed on Academic and Financial Aid Probation for the following payment period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Probation period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Probation-Academic Plan

Students who are approved by the Appeals Committee for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation-Academic Plan or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan and are required to meet specific academic requirements outlined in writing in an academic plan from the Registrar's Office. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation-Academic Plan. Students may be required to re-take coursework previously completed in

order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

Students will be placed on Probation–Academic Plan for the first payment period/SAP increment while on the academic plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan. Students who are not meeting plan requirements at the time of review will be dismissed from the University and will no longer be eligible to receive Title IV financial aid or VA education benefits. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Appeal of Academic Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements or the consecutive unsuccessful grades policy may appeal to be re-admitted to the University. Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu 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 graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements 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 succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

SMART Track Program

Students enrolled in an Ashford University Bachelor's degree program may be eligible to enroll in up to six (6) credits of graduate-level coursework (or nine (9) applicable credits for the MACC, MBA, MPA or MSCJ programs) toward their Bachelor's degree and accelerate completion of a Master's degree with Ashford University. Please see the *SMART Track Program Requirements* in the *Undergraduate Programs* section of this *Catalog* for more information.

Forbes School of Business: Graduate Programs and Requirements

Master of Accountancy

Degree Focus

The Master of Accountancy program focuses on preparing students for professional careers in accounting. The graduate program develops technical knowledge and application skills as well as enhances students' analytical, communication, and decision-making skills. The Master of Accountancy helps prepare students for careers in public, corporate, and non-business accounting positions. This graduate degree offers innovative, high-quality learning opportunities for the corporate, governmental, and not-for-profit segments of the marketplace. Students may select one of the specializations to focus study areas. 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/omacc.

Special Terms and Conditions: Successful completion of this program by itself does not qualify a student to sit for the Certified Public Accountant (CPA) examination. All prospective students should contact individual state boards of accounting for additional information relating to licensure requirements prior to enrolling. These requirements include, but are not limited to, education and work experience and any potential restrictions, such as age minimums or prior criminal convictions. A list of state

accounting boards is available here:

www.nasba.org/stateboards. Students seeking licensure or certification in a particular profession should carefully research the requirements prior to enrollment.

Requirements vary by state. Prospective students also should regularly review the state's policies and procedures relating to licensure as those policies are subject to change. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification and graduates may have to complete additional coursework to be eligible to sit for certain professional certification exams.

Students who do not have an undergraduate accounting degree or substantial coursework in accounting will most likely be unable to meet state requirements to sit for the CPA examination.

Additionally, students may wish to seek a Certified Management Accountant (CMA) designation. Information on the CMA exam can be found at their website (www.imanet.org). Students are advised that a degree program is different from an exam preparation course and they may need more education in addition to work experience in order to successfully pass the examination. This degree program is not accredited by International Assembly for Collegiate Business Education.

Missouri Residents: Prospective students who wish to sit for the Certified Public Accountant (CPA) examination in the State of Missouri must meet the following requirements:

- A minimum of a baccalaureate degree
- Minimum of 150 semester hours are required to sit for the exam
 - Minimum of 33 semester hours in accounting (at least one (1) course in Auditing and at least 18 semester hours of the accounting courses must be upper division accounting). Please note: Accounting Law and Business Law courses are not acceptable toward the accounting requirement regardless of the department in which they were offered.
 - Minimum of 27 semester hours in general business (e.g., marketing, management, economics, finance, etc.).

Texas Residents: Prospective students who wish to sit for the Certified Public Accountant (CPA) examination in the State of Texas should be aware that the state requires 15 credits of traditional face-to-face classroom education in order to qualify to sit for the CPA examination. Any online coursework completed at Ashford University will not meet

the traditional face-to-face classroom education requirement.

Program Outcomes

Master of Accountancy graduates will be able to:

1. Develop technical knowledge and competency in the field of accountancy;
2. Evaluate how to research complex accounting issues using professional resources;
3. Articulate applied concepts and principles to real world problems;
4. Assess the relevancy, accuracy, and value of financial and nonfinancial information; and
5. Appraise ethical issues and decision alternatives by incorporating professional codes of conduct and social responsibility.

Program-Specific Requirements

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis.

Students who submit official transcripts indicating that they successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take MAT 540 Statistical Concepts for Research.

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Accounting or Finance or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 590 General Cost Accounting.

Core Requirements (39 credits)

- BUS 600 Management Communications with Technology (3 credits)
- BUS 607 Business Law for the Accountant (3 credits)
- ECO 610 Global Economics (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)

- *MAT 540 Statistical Concepts for Research (3 credits)
- *BUS 590 General Cost Accounting (3 credits)
- ACC 640 Advanced Managerial & Cost Accounting (3 credits)
- ACC 610 Advanced Federal Taxation (3 credits)
- ACC 614 Auditing & Fraud Detection (3 credits)
- ACC 618 Professional Ethics for the Accountant (3 credits)
- ACC 622 Accounting Information Systems (3 credits)
- ACC 626 Accounting in a Global Environment (3 credits)
- ACC 630 Advanced Government & Non-Profit Accounting (3 credits)

**Students who waive MAT 540, BUS 591, and BUS 590 are required to take 39 total program credits in order to meet graduation requirements.*

Specialization Requirements (9 credits)

Accounting Specialization

- ACC 611 Advanced Tax Research (3 credits)
- ACC 612 Advanced Financial Accounting (3 credits)
- ACC 695 Accounting Capstone (3 credits)

Audit Specialization

- ACC 616 Forensic Accounting (3 credits)
- ACC 617 Current Issues in Advanced Auditing (3 credits)
- ACC 697 Audit Capstone (3 credits)

Graduation Requirements

To be eligible for the Master of Accountancy degree, a student must successfully complete the following:

- The approved program consisting of 48 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Accountancy.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements.

However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Arts in Organizational Management

Degree Focus

The Master of Arts in Organizational Management is designed to develop professional competence in a world of rapid and global change. This degree develops advanced skills in dealing with the complex problems organizations and individuals face in today's marketplace. Courses in organizational change, marketing, decision making, strategic thinking, and innovation cultivate the landscape for building an organizational culture that embraces quality and diversity. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omom.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Master of Arts in Organizational Management graduates will be able to:

1. Evaluate the role of management practice in organizations and the managerial processes to effectively implement an organizational communication plan;
2. Analyze common behavioral factors that are present in organizations;
3. Analyze the factors that shape the legal environment of an organization;
4. Develop processes and policies to manage human capital in organizations;
5. Evaluate the importance of ethics and corporate social responsibility; and
6. Develop a framework of analysis for strategic planning.

Core Requirements (24 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- MGT 601 The Functions of Modern Management (3 credits)

- BUS 610 Organizational Behavior (3 credits)
- BUS 670 Legal Environment (3 credits)
- OMM 615 Strategies: Marketing/Advertising/Public Relations (3 credits)
- OMM 618 Human Resources Management (3 credits)
- OMM 622 Financial Decision-making (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)

Specialization Requirements (9 credits)

Standard Specialization

- OMM 612 Managing in Social Change (3 credits)
- BUS 644 Operations Management (3 credits)
- OMM 692 Organizational Management Strategy (3 credits)

Global Management Specialization

- BUS 616 International Business (3 credits)
- BUS 606 Global Comparative Management (3 credits)
- BUS 693 Global Business Strategy (3 credits)

Human Resources Management Specialization

- BUS 680 Training & Development (3 credits)
- BUS 681 Compensation & Benefits (3 credits)
- BUS 692 Strategies in Human Resource Management (3 credits)

Media Management Specialization

- BUS 635 Media Markets & System (3 credits)
- BUS 636 Media Management & Innovation (3 credits)
- BUS 699 Media Strategies & Applications (3 credits)

Organizational Leadership Specialization

- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- BUS 691 Strategies in Organizational Leadership (3 credits)

Project Management Specialization

- BUS 611 Project Planning & Management (3 credits)
- BUS 612 Advanced Project Procurement (3 credits)
- BUS 697 Project Management Strategy (3 credits)

Public Administration Specialization

- PPA 601 Foundations of Public Administration (3 credits)
- PPA 603 Government Budgeting (3 credits)
- PPA 699 Public Policy Development (3 credits)

Supply Chain Management Specialization

- BUS 631 Integrated Supply Chain Management (3 credits)
- BUS 632 Advanced Logistics (3 credits)
- BUS 698 Supply Chain Strategic Management (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Organizational Management degree, a student must successfully complete the following:

- The approved program consisting of 33 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Management.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements.

However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Business Administration

Degree Focus

The Master of Business Administration (MBA) program provides a comprehensive learning experience in key areas of business administration. The program emphasizes the interrelationships among the various functional business disciplines and provides a strong foundation in the skills appropriate to analytical management. Students may select one of several specializations to focus study areas. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omba.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does

not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Master of Business Administration graduates will be able to:

1. Solve managerial problems using critical thinking skills and quantitative analysis;
2. Evaluate the moral and ethical principles practiced in the organizational setting;
3. Analyze the use of managerial and leadership skills used to develop productive teams;
4. Evaluate the influence of internal and external forces within organizations;
5. Research business information to support the decision making process;
6. Assess internal and external communication practices used in business; and
7. Analyze business opportunities and challenges from a global perspective.

Program-Specific Requirements

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis.

Students who submit official transcripts indicating that they successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take MAT 540 Statistical Concepts for Research.

Core Requirements (33 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- BUS 620 Managerial Marketing (3 credits)
- BUS 670 Legal Environment (3 credits)
- *MAT 540 Statistical Concepts for Research (3 credits)

- *BUS 591 Financial Accounting & Analysis (3 credits)
- BUS 642 Business Research Methods & Tools (3 credits)
- BUS 630 Managerial Accounting (3 credits)
- BUS 640 Managerial Economics (3 credits)
- BUS 650 Managerial Finance (3 credits)
- BUS 644 Operations Management (3 credits)

**Students who waive MAT 540 and BUS 591 are required to take 36 total program credits in order to meet graduation requirements.*

Specialization Requirements (9 credits)

Standard Specialization

- BUS 616 International Business (3 credits)
- INF 620 Management of Information Systems (3 credits)
- BUS 690 Business Strategy (3 credits)

Business Economics Specialization

- BUS 668 Macroeconomics of Financial Markets (3 credits)
- BUS 669 Managerial Economic Analysis (3 credits)
- BUS 689 Market Structure & Firm Strategy (3 credits)

Entrepreneurship Specialization

- BUS 604 New Business Venture Management (3 credits)
- BUS 605 Venture Capital & Private Equity (3 credits)
- BUS 696 Strategic Thinking for Entrepreneurs (3 credits)

Environmental Management Specialization

- BUS 665 Environmental Law & Compliance (3 credits)
- BUS 667 Energy, Environment & Economics (3 credits)
- BUS 688 Business Strategy: The Sustainable Enterprise (3 credits)

Finance Specialization

- BUS 655 Financial Investment Management (3 credits)
- BUS 657 Corporate Managerial Finance (3 credits)
- BUS 694 Finance Capstone Seminar (3 credits)

Global Management Specialization

- BUS 616 International Business (3 credits)
- BUS 606 Global Comparative Management (3 credits)
- BUS 693 Global Business Strategy (3 credits)

Human Resources Management Specialization

- BUS 680 Training & Development (3 credits)
- BUS 681 Compensation & Benefits (3 credits)
- BUS 692 Strategies in Human Resource Management (3 credits)

Information Systems Specialization

- INF 620 Management of Information Systems (3 credits)
- INF 630 Systems Analysis (3 credits)
- INF 690 ISS Capstone Seminar (3 credits)

Marketing Specialization

- MKT 625 Consumer Behavior (3 credits)
- MKT 635 Market Research (3 credits)
- BUS 695 Marketing Capstone Seminar (3 credits)

Media Management Specialization

- BUS 635 Media Markets and System (3 credits)
- BUS 636 Media Management and Innovation (3 credits)
- BUS 699 Media Strategies and Applications (3 credits)

Organizational Leadership Specialization

- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- BUS 691 Strategies in Organizational Leadership (3 credits)

Project Management Specialization

- BUS 611 Project Planning & Management (3 credits)
- BUS 612 Advanced Project Procurement (3 credits)
- BUS 697 Project Management Strategy (3 credits)

Public Administration Specialization

- PPA 601 Foundations of Public Administration (3 credits)
- PPA 603 Government Budgeting (3 credits)
- PPA 699 Public Policy Development (3 credits)

Supply Chain Management Specialization

- BUS 631 Integrated Supply Chain Management (3 credits)
- BUS 632 Advanced Logistics (3 credits)
- BUS 698 Supply Chain Strategic Management (3 credits)

Graduation Requirements

To be eligible for the Master of Business Administration degree, a student must successfully complete the following:

- The approved program consisting of 42 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Business Administration.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Public Administration**Degree Focus**

The Master of Public Administration is designed for students with a baccalaureate degree in any academic discipline who seek careers in government management at the federal, state, or local level and in non-profit management. Graduates increase interpersonal and management skills while gaining a wide range of proficiencies in financial management, budgeting, quantitative methods, urban planning/redevelopment, and personnel management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/ompa.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Master of Public Administration graduates will be able to:

1. Demonstrate critical thinking skills relevant to public administration contexts;
2. Apply management theory to the practice of public administration;
3. Evaluate the impact of political influences on the public sector decision-making process;
4. Analyze the needs of various stakeholders in the development of public policy;
5. Assess the effectiveness of public administration strategies for dealing with urban planning and redevelopment;
6. Evaluate public administration trends and strategies for financing government operations; and
7. Assess the role and function of public administration in today's multicultural environment.

Program-Specific Requirements

Students who submit official transcripts indicating that they have earned a Bachelor's degree in Business, Business Administration, Accounting, Finance, Economics or have successfully completed undergraduate coursework in Economics, Accounting, and Finance with a grade of "C" or higher or graduate coursework in Economics, Accounting, and Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 599 Introduction to Quantitative Principles.

Course Requirements (36 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- OMM 618 Human Resources Management (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)
- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- *BUS 599 Introduction to Quantitative Principles (3 credits)
- PPA 601 Foundations of Public Administration (3 credits)
- PPA 602 Public Financial Management (3 credits)
- PPA 603 Government Budgeting (3 credits)
- PPA 604 Urban Planning/Redevelopment (3 credits)

- PPA 605 Negotiation, Bargaining & Conflict Management (3 credits)
- PPA 699 Public Policy Development (3 credits)

**Students who waive BUS 599 are required to take 33 total program credits in order to meet graduation requirements.*

Graduation Requirements

To be eligible for the Master of Public Administration degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Public Administration.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

College of Education: Graduate Programs and Requirements

Master of Arts in Education

Degree Focus

The Master of Arts in Education is designed to present foundational perspectives in education as well as build expertise by emphasizing various specializations. Its core courses are aligned to program outcomes that define the knowledge, skills, and dispositions that are essential for providing effective and innovative instruction to diverse student populations. Its specializations are comprised of courses students can select based on their personal area of interest and expertise in education. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omed.

Certification and Licensure Terms and Conditions: 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

Master of Arts in Education graduates will be able to:

1. Design appropriate and challenging learning experiences informed by analysis of how learners develop individually across the cognitive, linguistic, social, emotional, and physical patterns to promote student learning and growth;
2. Employ differentiated instructional practices aligned with learner strengths and differences, diverse cultures, and diverse communities to promote student learning in a safe, collaborative, engaging, inclusive, 21st century learning environment;
3. Design a variety of evidence-based assessments used for ongoing evaluation of student progress, and to guide teacher and learner decision making;
4. Execute an action research study that draws on the research and methods of various disciplines to address local or global educational issues;
5. Design learner-centered instruction aligned with Common Core State Standards, digital age standards (NETS-S), and 21st Century skills to promote learner achievement and growth;
6. Engage in continuous professional growth through leadership in educational environments and the demonstration of legal and ethical behavior in professional practices;
7. Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;
8. Effectively communicate and collaborate with various stakeholders through written communication, verbal communication, and a variety of current and emerging digital age tools to ensure learner growth and to advance the profession; and

9. Use a range of digital technology tools to research, organize, evaluate, and communicate information while exhibiting an understanding of ethical and legal issues surrounding the use of information technologies.

Core Requirements (24 credits)

Note: Degree-seeking students are required to complete courses in the correct sequence. For this program, the specialization courses may be taken after completion of EDU 620. The last three courses completed as part of this program should be EDU 671, EDU 675, and EDU 695.

- EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)
- EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits) *Prerequisite: EDU 650*
- EDU 673 Instructional Strategies for Differentiated Teaching & Learning (3 credits) *Prerequisite: EDU 650*
- EDU 645 Learning & Assessment for the 21st Century (3 credits) *Prerequisite: EDU 673*
- EDU 620 Meeting Individual Student Needs with Technology (3 credits) *Prerequisite: EDU 673*
- EDU 671 Fundamentals of Educational Research (3 credits) *Prerequisite: EDU 620 or EDU 652*
- EDU 675 Change Leadership for the Differentiated Educational Environment (3 credits) *Prerequisite: EDU 671*
- EDU 695 MAED Capstone (3 credits) *Prerequisite: EDU 675*

Specialization Requirements (12-15 credits)**Child Development Specialization (12 credits)**

- ECE 630 Language, Physical & Social Development in Young Children (3 credits)
- ECE 653 Cognitive Development of Infants & Young Children (3 credits)
- ECE 654 Assessment & Intervention in Early Childhood (3 credits)
- ECE 605 Children & Families in a Diverse Society (3 credits)

Curriculum and Instruction Specialization (15 credits)

- EDU 674 Foundations & Trends in Curriculum & Instruction (3 credits)
- EDU 615 Leading the Change Process in Curriculum & Instruction (3 credits)

- EDU 676 Curriculum & Instruction Design for Increased Achievement (3 credits)
- EDU 677 Monitoring & Evaluating Curriculum & Instruction through Systems Thinking (3 credits)
- EDU 678 Seminar in Curriculum & Instruction for Diverse Needs (3 credits)

Early Childhood Education Specialization (12 credits)

- ECE 601 Introduction to Early Childhood Education (3 credits)
- ECE 611 Early Childhood Curriculum & Methods (3 credits)
- ECE 612 Administration of Early Childhood Education (3 credits)
- ECE 625 Family & Community Engagement (3 credits)

English Language Learners Specialization (12 credits)

- EDU 629 Linguistically & Culturally Diverse Learners (3 credits)
- EDU 642 Understanding & Teaching English Language (3 credits)
- EDU 643 Methods, Materials & Technology for Learning a Second Language (3 credits)
- EDU 659 Testing & Assessment for English Language Learners (3 credits)

Exceptional Systems for Revolutionizing Education Specialization (12 credits)

- EDU 596 Creating a Culture of Universal Achievement & Collaboration (3 credits)
- EDU 597 Creating a System of Standards, Assessment, & Data Management (3 credits)
- EDU 598 Creative Interventions & the Success Equation (3 credits)
- EDU 599 Exceptional Leadership - Turning Bold Choices into Results (3 credits)

Family and Community Services Specialization (12 credits)

- EDU 617 School, Family & Community Partnerships (3 credits)
- EDU 635 Community & Youth Development (3 credits)
- EDU 644 Child & Family Welfare (3 credits)
- EDU 647 Families, Community & Diversity (3 credits)

Higher Education Specialization (12 credits)

- EDU 657 History & Philosophy of American Higher Education (3 credits)
- EDU 662 Curriculum & Assessment in Higher Education (3 credits)
- EDU 653 Teaching in Higher Education (3 credits)
- EDU 654 Student Development in Higher Education (3 credits)

Reading Literacy Specialization (12 credits)

- EDU 667 Reading Instruction & Early Intervention (3 credits)
- EDU 668 Reading Comprehension Across the Curriculum (3 credits)
- EDU 608 Children's & Young Adult Literature (3 credits)
- EDU 669 The Reading, Writing Connection (3 credits)

School Leadership in the 21st Century (12 credits)

- EDU 684 Shared Vision of Learning (3 credits)
- EDU 687 Building a Learning-Centered Culture (3 credits)
- EDU 688 Organizational Management for Student Learning (3 credits)
- EDU 689 Personal Ethics & Leadership Capacity (3 credits)

Special Education Specialization (12 credits)

- ESE 631 Survey of the Exceptional Child (3 credits)
- ESE 697 Characteristics of Students with Mild & Moderate Disabilities & Evidenced-Based Strategies for Instruction (3 credits)
- ESE 691 Behavior Management in the Classroom (3 credits)
- ESE 633 Collaborative Relationships & Transition (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Education degree, a student must successfully complete the following:

- The approved program consisting of 36 credits*; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Education.

*Students enrolled in the Curriculum and Instruction specialization are required to complete 39 total program credits.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Arts in Education, Instructional Practice**Degree Focus**

The Master of Arts in Education is designed to present foundational perspectives in education as well as build expertise by emphasizing various specializations. Its core courses are aligned to program outcomes that define the knowledge, skills, and dispositions that are essential for providing effective and innovative instruction to diverse student populations.

The Instructional Practice specialization will provide learners with an opportunity to understand, incorporate, and evaluate pedagogies, methods, and theories applicable to instructional delivery in the K-12 educational settings. This specialization connects learners to TeacherReady®, one of the state of Florida's approved Educator Preparation Programs (EPP) where they can continue to participate, once the degree requirements are met. Students that continue with the state approved EPP will have the opportunity to fulfill the remaining steps on the pathway to earn a teaching credential.

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/omedip.

The Master of Arts in Education, Instructional Practice specialization program is a result of a partnership with TeacherReady®, an online teacher certification program based in the state of Florida. TeacherReady is Florida-state approved and is the Educator Preparation Institute of the NCATE-accredited Professional Education Unit at the University of West Florida. This program meets the needs of students who are seeking a Master's degree as well as teacher certification in Elementary, Secondary content areas, or Special Education-General. Students will complete seven of the eight TeacherReady lessons while enrolled in Ashford University coursework. Students will pay the Instructional Practice specialization fee for all four specialization courses, which will cover the cost of the seven TeacherReady lessons and additional fees related to the partnership.

Upon completing the requirements of Ashford University's Instructional Practice specialization, students will be

eligible to continue, outside of the Ashford University program structure, into the last (eighth) TeacherReady lesson by activating a direct relationship with Studer Education, which so far has been facilitated through Ashford academic and advising teams. In their independent relationship with Studer Education via the TeacherReady program, students can expect to prepare for state proficiency exams and a student teaching requirement in an approved education setting. Students graduating from Ashford University with the MAED, Instructional Practice specialization have a period of two (2) years to matriculate into TeacherReady to complete the EPP.

Master of Arts in Education, Instructional Practice specialization students must submit to a criminal background check several times over the course of their program enrollment. Identification of histories of violence reduces the possibility of future criminal acts on or around the University's communities. In addition, a criminal record may preclude a student from obtaining licensure in this field of study. Applicants will be required to submit to a third party criminal background check while enrolled in the specialization courses. Ashford University reserves the right to deny admission or readmission to any student at its discretion. Students will also be required to go through a criminal background check prior to student teaching.

Since Ashford is not a state-approved Educator Preparation Program, graduates from Ashford will earn their Master's Degree with a specialization in Instructional Practice, but not a teaching credential. To obtain a teaching credential, 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. Therefore, it is recommended that students continue their independent relationship with TeacherReady once the Instructional Practice specialization requirements are completed, if they desire to earn a teaching credential. The Master of Arts in Education, Instructional Practice specialization is only available to students who are residents in Arizona, California, Florida, Michigan, and Nevada at this time.

Ashford students who have completed all four MAED, Instructional Practice specialization courses will be required to complete a benchmark assessment delivered to all students directly through TeacherReady. Students who complete all four MAED, Instructional Practice specialization courses with a grade of B or higher and pass the proficiency benchmark assessment exam are deemed to be demonstrating proficient performance and will be matriculated into the final lesson offered by TeacherReady. Students who do not meet these

requirements will only be matriculated into the final lesson after the student completes any remedial work deemed necessary by TeacherReady.

The final lesson in the TeacherReady program will not be billed or paid through Ashford University. Students will be responsible for paying TeacherReady directly for the cost of the final lesson. The final lesson through TeacherReady will cost \$600 and is not eligible for federal student financial aid (Title IV). Other costs associated with the completion of TeacherReady's EPP are: \$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.

After completing the program requirements of the Master of Arts in Education with a specialization in Instructional Practice, and successful completion of all TeacherReady lessons, separate from the Ashford program requirements, and state assessments for the credential being sought, students will be eligible to receive an endorsement from TeacherReady to the Florida Department of Education to apply for a Florida Professional Teacher Certification. For residents of states other than Florida, visit TeacherReady's website (<https://www.teacherready.org/map>) to view other states' Department of Education contact information and to request information about transferring a Florida Professional Teacher Certification to another state.

Please note Ashford University advises students to contact their individual state's Department of Education directly to verify information as requirements are subject to change at any time.

Certification and Licensure Terms and Conditions:

Students enrolled in this program will enroll in Ashford courses and simultaneously complete seven of eight lessons of a teacher preparation program in collaboration with TeacherReady, an online certification program based in the state of Florida.

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.

Background Check Consent Policy

Prospective Master of Arts in Education with Instructional Practice specialization program students must be aware of the appropriate consent(s) for a background check at the time of beginning the Instructional Practice specialization. The acknowledgement in the online application at the time of enrollment verifies that the student understands they will be required to complete a background check with TeacherReady upon beginning the specialization courses. A copy of the signed consent(s) will be maintained in the permanent student record.

Refusal to Submit to a Background Check Policy

Refusal to request the criminal background check or falsification of information regarding the background check will preclude the student from continuing in the Instructional Practice specialization courses.

Instructional Practice Specialization Course Fee

In addition to all other tuition and fees applicable to students in the Ashford University Master of Arts in Education, Instructional Practice specialization, an additional Instructional Practice specialization course fee of \$1,082 per course will be charged when students enroll in each of their four specialization courses: EDU 590, EDU 591, EDU 592, and EDU 593. This fee covers additional costs associated with course materials, administrative functions, and program management inherent in the facilitation of this specialization. For repeated courses, students will be charged a prorated Instructional Practice fee amount of \$1,050 per course repeat.

Instructional Practice Specialization Progression Requirements

Due to the partnership and collaborative nature of the program, it is necessary that students enrolled in the program progress through the Ashford specialization courses and the TeacherReady lessons in the sequence outlined below, and in tandem.

Ashford University Course	TeacherReady Lesson Number
EDU 590	1 and 2
EDU 591	3 and 4
EDU 592	5
EDU 593	6 and 7

Students who do not successfully complete Ashford courses or TeacherReady lessons in sequence and in

tandem will not be allowed to progress to the next course or TeacherReady lesson, and will instead be removed from future coursework until academic work has been completed. This course of action may result in withdrawal from Ashford University due to non-attendance. Please reference the [Attendance Policy for Online Graduate Courses](#) and the Unofficial Withdrawal policy in the [Withdrawal from the University](#) sections of this *Academic Catalog*.

Due to the uniqueness of the Instructional Practice specialization for Ashford University students, students who complete lessons with TeacherReady will not be able to transfer coursework into the MAED, Instructional Practice specialization program. Students who have completed or are in the process of completing lessons with TeacherReady are encouraged to enroll in the Master of Arts in Education with a different specialization. Please see all other [specializations](#) available for this program.

Program Outcomes

Master of Arts in Education graduates will be able to:

1. Design appropriate and challenging learning experiences informed by analysis of how learners develop individually across the cognitive, linguistic, social, emotional, and physical patterns to promote student learning and growth;
2. Employ differentiated instructional practices aligned with learner strengths and differences, diverse cultures, and diverse communities to promote student learning in a safe, collaborative, engaging, inclusive, 21st century learning environment;
3. Design a variety of evidence-based assessments used for ongoing evaluation of student progress, and to guide teacher and learner decision making;
4. Execute an action research study that draws on the research and methods of various disciplines to address local or global educational issues;
5. Design learner-centered instruction aligned with Common Core State Standards, digital age standards (NETS-S), and 21st Century skills to promote learner achievement and growth;
6. Engage in continuous professional growth through leadership in educational environments and the demonstration of legal and ethical behavior in professional practices;
7. Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;
8. Effectively communicate and collaborate with various stakeholders through written communication, verbal communication, and a variety of current and emerging digital age tools to ensure learner growth and to advance the profession; and
9. Use a range of digital technology tools to research, organize, evaluate, and communicate information while exhibiting an understanding of ethical and legal issues surrounding the use of information technologies.

Core Requirements (24 credits)

Note: Degree-seeking students are required to complete courses in the correct sequence. For this program, the specialization courses may be taken after completion of EDU 620. The last three courses completed as part of this program should be EDU 671, EDU 675, and EDU 695.

- EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)
- □EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits) *Prerequisite: EDU 650*
- EDU 673 Instructional Strategies for Differentiated Teaching & Learning (3 credits) *Prerequisite: EDU 650*
- EDU 645 Learning & Assessment for the 21st Century (3 credits) *Prerequisite: EDU 673*
- □EDU 620 Meeting Individual Student Needs with Technology (3 credits) *Prerequisite: EDU 673*
- EDU 671 Fundamentals of Educational Research (3 credits) *Prerequisite: EDU 620*
- EDU 675 Change Leadership for the Differentiated Educational Environment (3 credits) *Prerequisite: EDU 671*
- EDU 695 MAED Capstone (3 credits) *Prerequisite: EDU 675*

Instructional Practice Specialization Requirements (12 credits)

All specialization coursework requires Ashford students to access and learn course materials presented by TeacherReady, in order to successfully complete the specialization. Students are permitted to begin the Instructional Practice specialization once they have successfully completed EDU 620 Meeting Individual Student Needs with Technology from the Core Requirements listed previously.

- EDU 590 Climate, Culture, and Managing the Learning Environment (3 credits) *Prerequisites: EDU 650, 692, 673, 645, 620*
- EDU 591 Assessing Learners (3 credits) *Prerequisites: EDU 590, 650, 692, 673, 645, 620*
- EDU 592 Planning for Diverse Learners (3 credits) *Prerequisites: EDU 590, 591, 650, 692, 673, 645, 620*
- EDU 593 Student Engagement and Literacy in STEM (3 credits) *Prerequisites: EDU 590, 591, 592, 650, 692, 673, 645, 620*

Graduation Requirements

To be eligible for the Master of Arts in Education, Instructional Practice degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Education.

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.

TeacherReady® is used under license from Studer Education.

Master of Arts in Special Education

Degree Focus

The Master of Arts in Special Education is an online degree program for adult learners with a previously earned bachelor's degree in any discipline. The program is intended for non-certified teachers who are interested in working with children with disabilities as well as certified teachers and employed non-licensed education professionals seeking job advancement or added knowledge within the field.

Educational experiences in the Master of Arts in Special Education program will blend academic scholarship, analytical thinking, effective communication, and workplace relevance while providing students the flexibility of the online learning modality. The online courses will be embedded with structured video observations, simulations, and interviews with key

personnel in the field, enabling students to apply concepts, knowledge, and skills in classroom settings. The Master of Arts in Special Education program will provide an in-depth knowledge base on classroom instruction, laws, assessment, and communication skills needed for a career in the special education field. This program requires the use of an e-Portfolio, which may have an out-of-pocket cost associated with it, depending on the specific product selected by the student. 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/omase.

Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

**The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).*

Alabama Residents: 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 Residents: 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 Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Hawaii. In Hawaii, an alternative route to certification is not available.

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

Master of Arts in Special Education graduates will be able to:

1. Design appropriate learning experiences for students with exceptionalities that are informed by diverse cultural experiences and varied patterns of learning and development;
2. Create a safe, inclusive, culturally responsive environment that cultivates active and effective learning for students with exceptionalities;
3. Plan cross-disciplinary learning experiences that promote individualized academic and social abilities, attitudes, values, interests, and career options for students with exceptionalities;
4. Synthesize results from multiple evidence-based assessments to guide educational decisions for individuals with exceptionalities;
5. Incorporate cross-disciplinary skills using evidenced-based instructional strategies for students with exceptionalities;
6. Evaluate how ethical principles and practice standards influence special education laws,

regulations and individual professional accountability;

7. Construct an action research proposal that addresses local or global issues related to individuals with exceptionalities; and
8. Integrate positive collaborative practices with various stakeholders to address the needs of students with exceptionalities across a range of learning experiences.

Core Requirements (30 credits)

- ESE 601 Students with Exceptionalities in the School Setting (3 credits)
- ESE 603 Law & Ethics in Special Education (3 credits)
- ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities (3 credits)
- ESE 634 Education-Based Collaborative Relationships (3 credits)
- ESE 645 Lesson Design for Students with Mild to Moderate Disabilities (3 credits)
- ESE 656 Positive Behavior Supports in the Classroom (3 credits)
- ESE 665 Instructional Planning for Differentiated Student Needs (3 credits)
- ESE 668 Evidenced-Based Instructional Methods for Students with Mild to Moderate Disabilities (3 credits)
- ESE 680 Action Research in Special Education (3 credits)
- ESE 699 Applied Capstone Project (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Special Education degree, a student must successfully complete the following:

- The approved program consisting of 30 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Special Education.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Arts in Teaching and Learning with Technology

Degree Focus

The Master of Arts in Teaching and Learning with Technology focuses on developing expertise in designing, implementing, and facilitating Instructional Technology in a variety of learning environments. Learners connect theory and practice in the design of learning solutions for a digital age. Competencies build knowledge and skills to integrate current and emerging instructional technologies into educational and professional settings. Professional opportunities include instructional technology leaders, consultants and coaches, online educators, school or college technology experts, and educational entrepreneurs. 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/omtlt.

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

Master of Arts in Teaching and Learning with Technology graduates will be able to:

1. Generate a shared and learner-focused instructional vision;
2. Synthesize data to draw conclusions that inform the design of effective learning solutions;
3. Design effective learning solutions by blending theory and accepted practice;
4. Create strategies for safe, legal, and ethical use of digital information and technology;
5. Propose solutions for equitable access to digital tools and technology;
6. Construct solutions specific to target audiences and learning environments;

7. Facilitate effective and engaging learning events; and
8. Prescribe a variety of technologies for teaching and learning in a digital world.

*Note: Program outcomes for the Master of Arts in Teaching and Learning with Technology have been adopted from the NETS*T standards (National Educational Technology Standards for Teachers) that serve as nationally recognized professional standards.*

Core Requirements (15 credits)

- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)
- EDU 671 Fundamentals of Educational Research (3 credits) *Prerequisite: EDU 652 or EDU 620*
- EDU 658 Instructional Leadership (3 credits)
- EDU 697 MATLT Capstone (3 credits)

Specialization Requirements (15 credits)

Standard Specialization

- EDU 655 Trends & Issues in Instructional Design & Technology for Online Learning (3 credits)
- EDU 656 Technology Solutions for Just in Time Training & Learning (3 credits)
- EDU 679 Technology Solutions for Organizational Improvement (3 credits)
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)
- EDU 649 Technologies for Teaching & Learning (3 credits)

Online Educator Specialization

- EDU 600 Introduction to Online Learning (3 credits)
- EDU 602 Assessing Knowledge and Skills in the Online Learning Environment (3 credits) *Prerequisite: EDU 600*
- EDU 601 Promoting Student Success in the Online Learning (3 credits) *Prerequisite: EDU 602*
- EDU 609 Online Teaching Internship (3 credits) *Prerequisite: EDU 601*
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Teaching and Learning with Technology degree, a student must successfully complete the following:

- The approved program consisting of 30 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Teaching and Learning with Technology.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

College of Health, Human Services, and Science: Graduate Programs and Requirements

Master of Arts in Health Care Administration

Degree Focus

The Master of Arts in Health Care Administration prepares graduates to assume leadership and management positions in health care organizations. The program incorporates integration and application of health care theories and concepts across the domains of organizational health care. Topics addressed throughout the program are: management, finance, accounting, economics, administrative leadership, quality improvement, risk management, health policy, law, ethics, strategic planning, information systems, statistical reasoning, and human resources. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omhca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining

licensure, certification, or employment in this field of study.

Program Outcomes

Master of Arts in Health Care Administration graduates will be able to:

1. Apply health care financial and accounting concepts in organizational decision making;
2. Apply principles of leadership in the developing of strategic goals, achieving organizational outcomes, and modeling professional values;
3. Formulate health care decisions consistent with legal and ethical standards;
4. Utilize health care information technology and statistical reasoning in organizational planning and decision-making;
5. Demonstrate sensitivity to diversity in the health care setting;
6. Evaluate health care outcomes using quality improvement and risk standards;
7. Apply health care economic perspectives in the interpretation of health policy;
8. Apply problem-solving approaches in the resolution of health care issues; and
9. Communicate the responsibility of a health care professional remaining current in their professional knowledge.

Course Requirements (36 credits)

- MHA 601 Principles of Health Care Administration (3 credits)
- MHA 622 Health Care Ethics & Law (3 credits)
- MHA 620 Health Policy Analyses (3 credits)
- MHA 630 Global & Population Health Comparative Systems (3 credits)
- MHA 616 Health Care Management Information Systems (3 credits)
- MHA 610 Introduction to BioStatistics (3 credits)
- MHA 612 Financial & Managerial Accounting (3 credits)
- MHA 618 Health Economics (3 credits)
- MHA 624 Continuous Quality Improvements & Risk Management (3 credits)
- MHA 628 Managed Care & Contractual Services (3 credits)
- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)
- MHA 690 Health Care Capstone (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Health Care Administration degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Health Care Administration.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Master of Arts in Psychology

Degree Focus

The Master of Arts in Psychology program guides students through an in-depth exploration of the discipline. At the core of the program is the "generalist model," a conceptual framework emphasizing an understanding of the processes that underlie human experience and behavior, as well as core knowledge, theories, and research in the field of psychology. 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/omapsy.

Special Terms and Conditions: The Master of Arts in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification or licensure. Students seeking licensure or certification in the field of psychology should carefully research the requirements prior to enrollment. Requirements vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Washington Students: This program may not necessarily qualify a student for licensure in Washington State. All Washington students should contact the Health Professions Quality Assurance Division of the Washington Department of Health at (360) 236-4700 to inquire about the criteria for licensure.

Program Outcomes

Master of Arts in Psychology graduates will be able to:

1. Apply ethical principles and standards of psychology to academic and professional activities;
2. Explain psychological concepts using the professional standards of the discipline;
3. Analyze major concepts, theories, methodologies, and historical trends in psychology;
4. Evaluate the scientific merit of the professional literature in psychology; and
5. Integrate psychological theory and research.

Core Requirements (36 credits)

- PSY 600 Introduction to Graduate Study in Psychology (3 credits)
- PSY 605 Developmental Psychology (3 credits)
- PSY 610 Applied Social Psychology (3 credits)
- PSY 615 Personality Theories (3 credits)
- PSY 620 Learning & Cognition (3 credits)
- PSY 625 Biological Bases of Behavior (3 credits)
- PSY 630 Psychopharmacology (3 credits)
- PSY 635 Research Design & Methods (3 credits)
- PSY 640 Psychological Testing & Assessment (3 credits)
- PSY 645 Psychopathology (3 credits)
- PSY 650 Introduction to Clinical & Counseling Psychology (3 credits)
- PSY 699 Master of Arts in Psychology Capstone (3 credits)

Graduation Requirements

To be eligible for the Master of Arts in Psychology degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Psychology.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

College of Liberal Arts: Graduate Programs and Requirements

Master of Science in Criminal Justice

Degree Focus

The Ashford University Master of Science in Criminal Justice program prepares students for professional careers in the field of criminal justice. The rapid advance of technology and the specter of terrorism have created an expanding need for criminal justice professionals with advanced skills to grapple with the criminal justice issues of the 21st century.

The Master of Science in Criminal Justice program develops students' knowledge and skills in the areas of criminal law, criminal justice, forensics and crime scene investigations, cybercrime and technology, management, constitutional processes, ethics, victimology, comparisons of criminal justice systems, and other current and related topics. The Master of Science in Criminal Justice program also provides students with an understanding of social problems and social responsibility perspectives. 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/omscj.

Special Terms and Conditions: Successful completion of this program by itself may not qualify a student for employment with a federal, state or local law enforcement agency. State and local police agencies require training and certification specified by the individual state's Police Officer Standards and Training (P.O.S.T.) Board and are often provided post-hire at a police academy. Other federal, state and local agencies as well as private entities have individualized requirements. Prospective students are advised to contact individual agencies and states' P.O.S.T. boards for additional information relating to these requirements. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Please note: The Master of Science in Criminal Justice, Forensic Science specialization is not intended to prepare students for direct employment as forensic investigators or analysts. The Forensic Science specialization is not a pathway to employment as a forensic scientist. In addition, the Forensic Science specialization is not intended to

prepare students for professional examinations required as a function of employment in the capacity of forensic investigator or analyst.

Program Outcomes

Master of Science in Criminal Justice graduates will be able to:

1. Analyze the major systems of criminal justice and how the functions of police, prosecution, courts, and corrections are interrelated;
2. Evaluate the issues and management of personnel administration in criminal justice;
3. Analyze the judicial processes of the U.S. Constitution;
4. Explain ethical issues within the criminal justice system;
5. Evaluate research regarding criminal justice and public policy and its effect on society, victims, and rehabilitation;
6. Apply forensic methods and crime scene investigation to real-world situations; and
7. Assess research and methods used to investigate a key empirical or theoretical issue relating to criminal justice.

Program-Specific Requirements

Master of Science in Criminal Justice students who submit official transcripts indicating that they have earned an undergraduate degree in criminal justice or have successfully completed undergraduate coursework in criminal justice, criminal law and constitutional law with a grade of C or higher will be exempt from the requirement to take CRJ 501 Criminal Justice, Criminal Law & the Constitution. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

Core Requirements (30 credits)

- *CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)
- CRJ 514 Constitutional & Judicial Processes (3 credits)
- CRJ 520 Research Methods in Criminal Justice (3 credits)
- CRJ 522 Psychological Factors in Criminal Justice (3 credits)

- CRJ 524 Ethics in Criminal Justice (3 credits)
- CRJ 613 Comparative Criminal Justice Systems (3 credits)
- CRJ 615 Victimology (3 credits)
- CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice (3 credits)

**Students who waive CRJ 501 are required to take 36 total program credits in order to meet graduation requirements.*

Specialization Requirements (9 credits)

Cybercrime & Technology Specialization

- CRJ 621 Cybercrime Investigation (3 credits)
- CRJ 626 Computer Forensics (3 credits)
- CRJ 631 Security & Protection for Cybercrime (3 credits)

Forensic Science Specialization

- CRJ 622 Introduction to Forensic Science (3 credits)
- CRJ 627 Advanced Forensic Science (3 credits)
- CRJ 632 Crime Scene Investigation & Management (3 credits)

Homeland Security Specialization

- CRJ 623 Homeland Security (3 credits)
- CRJ 628 Terrorism: Threats & Strategy (3 credits)
- CRJ 633 Risk Assessment (3 credits)

Law Enforcement & Corrections Administration Specialization

- CRJ 620 Organizational Behavior in Law Enforcement & Corrections (3 credits)
- CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators (3 credits)
- CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators (3 credits)

Graduation Requirements

To be eligible for the Master of Science in Criminal Justice degree, a student must successfully complete the following:

- The approved program consisting of 39 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Science in Criminal Justice.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the

student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

SECTION EIGHT: COURSE DESCRIPTIONS

Not all courses are offered in all modalities or with the same frequency. Please reference the academic programs sections of this Catalog to find a list of courses offered and/or required in each degree program. Course prerequisites may also be listed in the individual program sections.

Course descriptions that reference “successful completion” of a prerequisite course assume the student will have earned a grade of “C-” or higher, unless otherwise noted in the program requirements. Term offerings are subject to change.

Course Numbering System

While many courses cross lines between class levels, the following offers a general correlation between course numbers and grade levels:

Grade Level	Course Number Range
Lower Division	100–299
Upper Division	300–499
Graduate Level	500–699

Ashford University awards semester credit hours.

ABS Applied Behavioral Science

ABS 200 Introduction to Applied Behavioral Science 3 Credits

This course provides an introduction and overview of the application and use of applied behavioral science. Basic terms and definitions are reviewed, and students are introduced to the varied components of applied behavioral science. Topics covered include definition of the field, sub-specialties, and real world applications, and aspects of the field.

ABS 415 Leadership & Ethics in a Changing World 3 Credits

This course examines leadership and ethics from a broad perspective, and includes an overview of key leadership theories. Students explore leadership characteristics and values as applied to ethical decision making, and challenges, as well as in regard to their own lives. Also included is an exploration of future leadership trends in a dynamic evolving world.

ABS 417 Community Organizing & Development 3 Credits

This course examines methods, techniques, and theories involved in working with people to solve problems in community-based settings.

ABS 497 Applied Behavioral Sciences Capstone 3 Credits

This course provides the opportunity for the synthesis and application of content learned throughout the degree program. Students complete a project that demonstrates application of concepts presented throughout the degree coursework. Prerequisite: Successful completion of the General Education Capstone course.

ACC Accounting

ACC 201 Principles of Financial Accounting 3 Credits

This course is an introduction to financial accounting for non-

accounting business majors. Emphasis is on accrual accounting procedures and the development and use of financial statements. Students who successfully complete ACC 201 may waive ACC 205, in approved circumstances.

ACC 202 Principles of Managerial Accounting 3 Credits

This course is an introduction to managerial and cost accounting concepts for the non-accounting business major. Emphasis is placed on managerial planning and control, cost behaviors, budgeting, and performance analysis. (Equivalent to ACC 208). Students who successfully complete ACC 202 may waive ACC 206, in approved circumstances.

ACC 205 Principles of Accounting I 3 Credits

Introduction to the principles and procedures of general financial accounting with an emphasis on reporting to individuals outside the organization. Development of accounting reports on an accrual basis.

ACC 206 Principles of Accounting II 3 Credits

Primarily covers the principles of managerial accounting. Emphasis on reporting to individuals inside the organization. Major concepts include job order costing, process costing, budgets and standards, and statement analysis. Prerequisite: ACC 205.

ACC 208 Accounting for Managers 3 Credits

This course is designed to explain how data can be interpreted and used by managers in making decisions. Additionally, this course introduces the student to the analysis and interpretation of financial reports. (Equivalent to ACC 202).

ACC 281 Accounting Concepts for Health Care Professionals 3 Credits

This course is designed as an applied managerial and financial accounting course, designed to provide health care decision-makers with fundamental concepts of health care accounting practices and procedures. Prerequisites: Successful completion of Mathematical and Information Technology competencies. (Cross-listed as HCA 281.)

ACC 305 Intermediate Accounting I 3 Credits

Covers the corporate balance sheet and its related problems. Balance sheet items examined in detail explaining the theory behind various methods of application to accounts: cash, temporary investments, receivables, inventories, plant and intangible assets, and long-term investments. Prerequisite: ACC 206.

ACC 306 Intermediate Accounting II 3 Credits

A continuation of ACC 305. Covers the rest of the balance sheet: current liabilities, long-term liabilities, leases, pensions, and contributed capital retained earnings. Other topics include non-operating income, earnings per share, statement of changes in financial position, and impact of changing prices. Prerequisite: ACC 305.

ACC 310 Cost Accounting I 3 Credits

Covers traditional “cost” concepts: factory overhead, cost accumulation, job order cost system, process cost system, joint product and byproduct costing, standard costs and variances. Prerequisite: ACC 206.

ACC 380 Accounting for Not-for-Profit Organizations 3 Credits

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

ACC 401 Federal Income Taxes I 3 Credits

A study of federal income tax laws and their application to individuals, partnerships, and corporations. Prerequisite: ACC 205.

ACC 407 Advanced Accounting 3 Credits

Primarily a course dealing with combined business entities. Topics include mergers, acquisitions and combinations, consolidated financial statements, intercompany profit, changes in equity, international operations, and partnerships. Prerequisite: ACC 306 and ACC 310.

ACC 410 Auditing 3 Credits

Principles, procedures, and standards of public accounting. Emphasis on auditor's working papers and submission of audit statements. Prerequisites: ACC 306 and ACC 310 and successful completion of the General Education Capstone course.

ACC 610 Advanced Federal Taxation 3 Credits

This course explores advanced managerial and cost accounting topics as they relate to problem solving skills for managers. Topics include activity based costing, activity based management, cost of quality, theory of constraints related to capacity planning and new emerging practices that support management decision making.

ACC 611 Advanced Tax Research 3 Credits

This course is designed with an emphasis on developing research skills related to complex tax issues. The focus is on interpretation of tax law and finding support for various positions on difficult tax issues related to a variety of business, personal and estate tax issues.

ACC 612 Advanced Financial Accounting 3 Credits

This course expands on the basic financial reporting concept with a focus on business combination reporting for corporations and partnerships, foreign currency transaction reporting and financial statement translation, and financial statement note disclosure.

ACC 614 Auditing & Fraud Detection 3 Credits

This course will cover the components of the auditing process with a strong emphasis on planning, risk assessment and gathering audit evidence. The course will provide a foundation in the fundamentals of assurance, attestation and auditing.

ACC 615 Current Issues in Advanced Taxation 3 Credits

This course is designed to focus on selected taxation issues relevant to today's economic climate. Topics will vary based on changing tax law and current political climate with an emphasis on interpretation of new tax regulations and pronouncements.

ACC 616 Forensic Accounting 3 Credits

This course will cover the basic concepts of forensic accounting including identifying, detecting, and preventing fraud. There will be an emphasis on investigating documentary evidence, interviewing witnesses and potential suspects, writing investigative reports and testifying to findings.

ACC 617 Current Issues in Advanced Auditing 3 Credits

This course will examine current and advanced issues affecting the auditing profession. Topics will include the study of audit risk, corporate governance, audit planning and execution, special reports and assurance engagements.

ACC 618 Professional Ethics for the Accountant 3 Credits

This course will provide an understanding of the ethics and code of professional conduct provided by the American Institute of Certified Public Accountants (AICPA). In addition, ethic guidelines and codes of conduct endorsed by other professional accounting organizations such as the Institute of Managerial Accountants will be introduced.

ACC 622 Accounting Information Systems

This course will include a review of accounting information systems application controls and internal control. Topics include hardware and software concepts, application internal controls, internal control procedures, integrated audit software, generalized general ledger software, Sarbanes-Oxley (SOX) internal control requirements and required company and audit documentation.

ACC 626 Accounting in a Global Environment 3 Credits

This course will include the study of an entity reported as either a multinational company or an entity whose reporting obligations to stakeholders are located in a country other than that of the reporting entity. Conceptual and practical applications of accounting are investigated from a global perspective. Special emphasis is placed on managing multinational enterprises with respect to how accounting

applies to global strategies and the key accounting issues that influence multinational decision making. In addition, a detailed investigation on the convergence of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) are covered in this course. Also discussed are the effects of financial reporting, international taxation, and international financial statement analysis on a multinational reporting entity.

ACC 630 Advanced Government & Non-Profit Accounting 3 Credits

This course introduces specialized accounting principles applicable to state and local governments and other non-profit organizations. Emphasis will be on fund accounting and students will gain an understanding of the differences between private and public sector accounting.

ACC 640 Advanced Managerial & Cost Accounting 3 Credits

This course explores advanced managerial and cost accounting topics as they relate to problem solving skills for managers. Topics include activity based costing, activity based management, cost of quality, theory of constraints related to capacity planning and new emerging practices that support management decision making.

ACC 695 Accounting Capstone 3 Credits

This course is designed to bring together knowledge gained from the previous program courses and allow the student to demonstrate how the various components of an accounting system work together. Broadly the course encompasses complex accounting concepts, financial statement reporting, taxes, risks, information systems, auditing, business law, and ethics.

ACC 697 Audit Capstone 3 Credits

This course is designed to bring together knowledge gained from the previous program courses. Broadly the course emphasizes complex auditing concepts and will also encompass accounting concepts, financial statement reporting, taxes, risks, information systems, business law, and ethics.

ANT Anthropology

ANT 101 Introduction to Cultural Anthropology 3 Credits

Students explore culture in its role of guiding human behavior and providing social order, structure, and stability for individuals and groups of people. Culture is presented as a system of adaptation involving beliefs, behavior, language, customs, socio/political strategies, traditions, and technology that evolve over time. Recommended prerequisite: ENG 122.

ANT 202 Human Origins & Prehistory 4 credits

This course will introduce students to the anthropological study of human evolution and prehistory. Students will be introduced to the theory of natural selection and to humanity as a member of the primate order. Topics covered will be the human ancestors, the Neolithic revolution, and how humans both differ and are similar to other primates.

ANT 234 Family, Kin, & Groups 3 Credits

The course explores kinship systems, ethnicity, neighborhood and other social arrangements in various cultural settings through the reading of selected ethnographic materials. Students will study the kinship on a cross-cultural and worldwide basis, beginning with immediate social ties in familial contexts to broad connotations in ethnic, national, and universal domains. Recommended prerequisite: ENG 122.

ANT 307 Anthropology of War 3 Credits

An examination of the nature of war, primarily as it occurs in pre-industrial societies, and a survey of the anthropological explanations regarding this phenomenon. Emphasis is on understanding the complexity, variability, and cultural embeddedness of war as it occurs around the world. Prerequisite: ANT 101.

ANT 340 Anthropological Theory**3 Credits**

This course explores anthropological theory in a historical perspective focusing on the rise of a distinct anthropological perspective on the comparative study of human societies and cultures. The course will detail various theoretical models developed in the 19th and 20th centuries to explain the similarities and differences in cultural systems. Prerequisite: ANT 101.

ANT 343 Language, Culture, & Communication**3 Credits**

This course is an introduction to the study of the relationship of language and culture, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation, and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, and pragmatics. Prerequisite: ANT 101.

ANT 347 Urban Anthropology**3 Credits**

This course is an introduction to urban anthropology, with an emphasis on rural-urban migrations, adjustment and assimilation of urban migrants, urban kinship and family structure, poverty culture, rural-urban typologies, and the application of anthropological methods to the study of urban societies. Prerequisite: ANT 340 or SOC 315.

ANT 348 Native American Anthropology**3 Credits**

This course examines the nature and distribution of North American Indian cultures from the pre-Columbian period to the present. Through the use of archeological, anthropological, and contemporary community studies, this course will explore the diversity of traditional North American Indian and Inuit cultures and the adaptation of indigenous peoples to America. Prerequisite: ANT 340.

ANT 351 Anthropology of Religion, Magic, & Ritual**3 Credits**

This course examines the nature of religious belief systems, myth and ritual, witchcraft, and magic and sorcery in various societies of the world. These behavioral and symbolic forms exist or have existed in virtually all human societies and cultures. In this course, students will study many different belief systems, define these entities; and develop an understanding of how they work in societies. The differences among traditions in nation states on cultures and political systems will be explored. Prerequisite: ANT 101.

ANT 353 Anthropology of Gender**3 Credits**

This course examines cross-cultural analysis of gender roles, while focusing on non-Western societies, using data from other societies to better understand the gender system of our own culture. Issues include status of women and men, the meaning of "femaleness" and "maleness" historically and in contemporary society. Gender roles, transnational migrations, social movements, international relations and religion are explored. Prerequisite: ANT 340.

ANT 462 Anthropological Research Methods**3 Credits**

The course introduces students to the research methods of cultural anthropology. Students will learn such techniques as participant observation, informal and formal interviewing, ecological mapping, genealogy and oral history, social network analysis, use of archival documents, and photographic and audio documentation. The perspective guiding the course is ethnography as an empirical, scientific approach that describes social and cultural aspects of human life. Prerequisite: ANT 340.

ANT 464 Applied Anthropology**3 Credits**

This course introduces the use of anthropology and its application to problem solving in the areas of cultural dynamics, public policy, and contemporary social problems such as health, housing, nutrition, and education. Students will learn how anthropologists conduct research to address issues and solve problems facing living communities across the globe. Prerequisite: ANT 340.

ANT 499 Ethnographic Study Capstone**3 Credits**

This course will provide an overview of the ways in which anthropologists have studied and written about distinct cultural systems in numerous world regions. Using ethnographic case studies, the course

explores how diverse cultural groups confront such issues as gender roles, political organization, economic strategies, and colonial systems. Particularly attentive to the problems of conducting ethnographic research in a changing world characterized by transnational ties, the course is meant to form the capstone experience for anthropology majors. Prerequisite: ANT 462 and Successful completion of the General Education Capstone course.

ART Art**ART 101 Art Appreciation****3 Credits**

A survey course providing an overview of the history of Western Art and the principles of art as they relate to society. Students are encouraged to discover personal interests through their own research on historical or contemporary styles and themes in art.

ART 305 Drawing III**3 Credits**

This course builds on the basic drawing and composition skills gained in Drawing II but with an emphasis on advanced drawing techniques and skills. The course allows the necessary time for students to fully develop personal interests in terms of specific drawing media and subject matter. Students are encouraged to draw from their imagination and practice illustrating

BUS Business**BUS 114 Principles of Supervision****3 Credits**

This course studies the principles and activities of supervising and motivating personnel in a variety of organizational contexts. Emphasis will be placed on the human interaction in supervision.

BUS 117 Introduction to Organizational Dynamics**3 Credits**

This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

BUS 119 Principles of Personal**& Organizational Leadership****3 Credits**

This is a leadership skills development course. This course provides an overview and introduction to leadership principles and leadership applications in various organizational settings. It examines the concept of leadership, leadership styles, traits, and types, and the evolution of leadership behaviors observed during recent generations.

BUS 201 Principles of Management**3 Credits**

This course is an introduction to the nature and problems of management and organizations, leadership and control. The relationships between the needs of the individual, the organization and society are examined. (Equivalent to MGT 330.)

BUS 215 Personal Financial Management**3 Credits**

This course provides an introduction to the field of personal financial management and planning, focusing on the tools individuals and families employ to manage their financial affairs.

BUS 226 Introduction to Personnel Administration**3 Credits**

This course examines relationships and issues in personnel administration within a broad range of organizations. Students study personnel management, organizational development, recruitment and selection, performance management systems, discipline, and collective bargaining.

BUS 235 Introduction to Marketing**3 Credits**

This course is an introduction to marketing principles, concepts and theories that define the marketing discipline. Basic marketing strategies relating to product, price, promotion and distribution, cultural trends, societal behavior, technology, and legal environments that influence effective marketing decisions are examined.

BUS 250 Corporate & Social Responsibility 3 Credits

This course explores philosophic perspectives for understanding the meaning of corporate responsibility in society, and considers the leadership roles of managers in implementing corporate and social responsibilities. Topics include uses of power, government regulations, environmental issues, employee rights and responsibilities, consumer protection, and ethical integrity.

BUS 303 Human Resource Management 3 Credits

An introduction to the field of human resource management. Topics to be discussed include communication, motivation, and management of personnel. The course will include a review of current standards and practices as well as the legal environment as it pertains to the human resource field. (Equivalent to MGT 445.)

BUS 307 Operations Management & Quantitative Techniques 3 Credits

A survey of relevant quantitative techniques commonly used in accounting, business, and information systems. Topics will vary but, typically, elementary probability theory and applications, decision theory, and linear programming are included. Prerequisite: Fulfillment of the General Education Mathematical competency.

BUS 308 Statistics for Managers 3 Credits

This course examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. Additionally, the course focuses on the utilization of statistical methods as applied to business problems and operations. Prerequisite: Fulfillment of the General Education Mathematical competency.

BUS 311 Business Law I 3 Credits

Introduction to the legal environment of business in the United States. Examination of the Constitution, administrative law, contracts, agency, and the protection of competition, consumers, employees, investors, the environment, and international trade.

BUS 317 Introduction to Advertising 3 Credits

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

BUS 318 Organizational Behavior 3 Credits

This course is designed to develop the student's skills in the understanding of factors that affect how individuals and groups act and interact with one another and with management. It also looks at how organizations manage their internal environment with the aim of improving productivity, efficiency, and communications among members. Prerequisite: BUS 201 or MGT 330.

BUS 319 The Social Responsibility of Organizations 3 Credits

This course is designed to provide students with insights into the complex environment that organizations of any size operate. Organizational leaders' and organizational members' responsibility to use ethical thinking to balance stakeholder interests with organizational duty are examined. Modern managers and leaders face increasing demands in local, regional, national and global environments with competing value expectations. The values and beliefs of organizational members fundamentally impact the success of the organization. In this course, students will gain appreciation for and understanding of social responsibility of the organization under such conditions. Prerequisites: ENG 121 and ENG 122.

BUS 323 Risk Management & Insurance 3 Credits

In this course, students study identification and quantification of risk, the span of methods of handling risk, and common contracts for managing risk. Common commercial/industrial situations and personal risk management situations are addressed.

BUS 330 Principles of Marketing 3 Credits

The methods used by producers of goods and services to determine and

satisfy the wants of society. An examination of external and internal environments that impact marketing decisions, the basic elements of a marketing program, and issues in ethics and social responsibility. (Equivalent to MGT 350.)

BUS 336 Marketing Strategy 3 Credits

The objective of this course is to advance the students ability to develop, implement, and critically evaluate the marketing strategy for a product or service. It will provide the conceptual frameworks and hone the analytical and creative skills that are necessary to define and develop superior value, persuasively communicate that value, profitably deliver it to a carefully selected target market, and sustain both the value and the profitability in the face of ever-changing customer needs and competitive offerings.

BUS 337 Principles of Retail Management 3 Credits

Principles and practices used in management of retail businesses. The course covers topics such as site selection, layout, organization, staffing, positioning, customer service, promotional techniques, and all aspects of the critical buying function.

BUS 339 Marketing Research 3 Credits

Study and analysis of the marketing information system. Includes the organizational characteristics of marketing research, basic tools and procedures, and management science applications.

BUS 340 Business Communications 3 Credits

Every aspect of contemporary business communications — from determining what information to communicate to processing information and sharing it — depends on technology. Students will learn to compose, format, and manage business letters, memos, reports, email, and resumes. Students will use software to access information and to evaluate the quality of the information they receive. Students will create electronic presentations to communicate information.

BUS 342 Financial Planning & Practice 3 Credits

This course is a study of the various aspects of family financial planning from the perspective of the financial planning professional. It introduces the legal and regulatory issues affecting financial planners, defines the client-planner relationship, and prepares the planner to conduct family financial analysis. Emphasis is on providing the student with the knowledge and tools necessary to help families make informed financial decisions.

BUS 343 International Marketing 3 Credits

Examination of cultural, economic, and political factors that affect marketing of goods and services worldwide. Emphasis is on adapting the marketing strategies of domestic marketers to international operations and the institutional structure that exists in international markets. Marketing strategies of firms operation within these markets are also examined.

BUS 350 Consumer Behavior 3 Credits

This course illustrates the psychological, socio-cultural, and decision-making aspects of consumer behavior. Students study behavioral concepts, motivation, and the role of consumer behavior in our society.

BUS 352 e-Business 3 Credits

An introduction to the fundamental concepts used in e-business and e-commerce. This course identifies and describes the wide range of applications in business. It explains what the Internet is and how it can be used for business applications in a competitive environment. Through Internet labs, this course will compare various Web strategies of current businesses. Students need to be proficient in using the Internet to find information.

BUS 357 International Business 3 Credits

Students examine functional areas of business from an international perspective. The importance of differing cultural and political assumptions in business is also addressed. (Equivalent to BUS 403.)

BUS 362 Introduction to Entrepreneurship 3 Credits

This course introduces students to the opportunities and challenges associated with the creation and management of entrepreneurial organizations. The course focuses on the issues associated with starting and managing a new venture including recognizing opportunity, basic business planning, essential human resources management, introductory marketing, legal issues, location selection, funding, buying a business as well as discussing various exit strategies.

BUS 365 Creativity & Innovation 3 Credits

This course focuses on creativity and innovation as a process in organizations. The course also examines how individuals can be innovative in organizations and the challenge of building innovative organizations. Prerequisite: BUS 362.

BUS 368 Venture Capital & Banking 3 Credits

This course examines financing the start-up of a new venture, from bootstrapping with personal resources or bank debt to equity investment by angel investors or venture capitalists. The course also covers the four main aspects of venture capital: valuation, deal structuring, governance, and harvesting. Prerequisite: BUS 362.

BUS 370 Organizational Development 3 Credits

The course overviews how, why, and when to integrate the behavioral sciences with human resources management principles to increase individual and organizational effectiveness. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes. Prerequisite: BUS 201 or MGT 330 or HCA 459.

BUS 372 Employee & Labor Relations 3 Credits

The course provides students with both the common and complex issues related to human behavior in the workplace as it relates to employee relations, and an examination of relationships among unions, workers, management, laws and government regulation. Prerequisite: BUS 303.

BUS 375 Employee Training 3 Credits

This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. Prerequisite: BUS 303.

BUS 378 International Business Law 3 Credits

This course focuses on the legal environment associated with international commercial transactions, including an analysis of major Western and non-Western legal traditions and the supranational law of the European Community, a detailed analysis of the negotiation, formation, enforcement, and financing of international sales contracts, an analysis of international trade regulation, analysis of methods of regulating global competition, and of the protection of business property rights in international transactions.

BUS 401 Principles of Finance 3 Credits

Basic corporate finance is presented with the emphasis on risk and return, bond and equity markets, valuation of bonds and equities, present value analysis, internal rate of return analysis, and project analysis using the weighted average cost of capital. Prerequisites: ACC 205 or ACC 208 or ACC 281 and fulfillment of the General Education Mathematical competency. (Equivalent to BUS 320.)

BUS 402 Strategic Management & Business Policy 3 Credits

A case-based course that discusses the set of managerial decisions and actions that determines the long-run performance of a company. The course includes environmental scanning, strategy formulation, strategy implementation, and evaluation and control. Prerequisites: BUS 201 or MGT 330, ACC 205, and ECO 203 or ECO 204 and successful completion of the General Education Capstone course.

BUS 405 Principles of Investments 3 Credits

The study and analysis of securities and other forms of investments.

Emphasis is on investment principles from the manager's point of view. Prerequisite: BUS 401.

BUS 421 PR/Marketing Capstone 3 Credits

This course is designed to bring together the knowledge gained through the entire program and permits the student to demonstrate mastery in the various course competencies. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess real-world problems offering realistic solutions. Students will analyze, design, implement, and document an appropriate solution for a capstone project. The project should exemplify the student's ability to apply program outcomes. Prerequisite: Successful completion of the General Education Capstone course.

BUS 427 Sustainable Business Practices 3 Credits

Using readings and cases, students examine business strategies in response to and anticipation of opportunities resulting from shifting economic, political, and environmental conditions including social change, market failures, or interruption of business operations. Compliance and risk management strategies will be emphasized while emphasis focuses on business innovation and business sustainability.

BUS 430 Finance Seminar 3 Credits

Using readings and case studies, students gain understanding the types of analysis performed and decisions made by the financial managers of corporations, focusing on valuation concepts and managing for value. Students also explore specific financing and investing decisions made by the firm's management to mitigate corporate risk using insurance and financial derivatives; valuation of real options; real estate investment decision; issues and methods of corporate financial management in an international environment. Prerequisite: BUS 405.

BUS 433 New Business Strategy 3 Credits

This course is intended to provide prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm—how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. Prerequisite: BUS 362.

BUS 434 Compensation & Benefits Management 3 Credits

This course reviews the fundamentals of wage and salary programs, including conducting salary surveys, defining compensable factors, adjusting pay structures, evaluating pay differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Prerequisite: BUS 303.

BUS 435 Small Business Ventures 3 Credits

This course explores the strategic planning, operating, financing, legal, career and other business issues found in launching a small business or operating family-owned and managed companies or privately-held firms. Other course topics include the challenge of identifying viable business opportunities, gaining the appropriate business skills and tools to be successful, and defining the capital requirements to operate the business. Prerequisite: BUS 362.

BUS 437 Business Plan Development 3 Credits

This course gives students the opportunity to study the elements of a successful business plan and to put that knowledge to work in creating a comprehensive business plan for a new venture. Prerequisites: BUS 362 and successful completion of the General Education Capstone course.

BUS 439 International Human Resources Management 3 Credits

In this course, students will examine human resources practices in an international business environment. The course also addresses HR strategies and practices to increase organizational effectiveness and efficiency as well as international compliance problems faced by HR professionals.

BUS 441 Retail Pricing Management 3 Credits

The purpose of this course is to provide an in-depth understanding of the issues and considerations in the pricing of retail products, illustrate the role of pricing and product management in achieving strategic retail business goals, and demonstrate the link between pricing and product

management within the context of the marketing mix within the marketing management process. Prerequisites: ECO 204 and SRV 340.

BUS 442 Retail Merchandising 3 Credits
This course addresses the central issues of retailing business while emphasizing issues related to channel options available to the final consumer. The course features concepts applied to both store based (e.g., specialty store, department store, multi-unit retail) and non-store based (e.g., Internet and catalog) retailing channels.

BUS 445 Total Quality Management 3 Credits
This course presents quality procedures and concepts for enhancing goods, services and the entire business environment. Students learn various methods of process control and acceptance sampling, including using control charts and sampling plans. Quality planning, assurance and control are covered as parts of a total quality system. Probability and statistical concepts are further explored as related to process control.

BUS 446 Production Operations Control 3 Credits
Students analyze production control requirements as applied to both "push" and "pull" production environments. Students further learn to capture data and prepare for product changes in a variety of manufacturing environments.

BUS 450 International Finance 3 Credits
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

BUS 455 Internet & Social Media Marketing 3 Credits
This course is an introduction to the use of the internet and social media applications as part of an integrated marketing strategy. Students will be exposed to a variety of alternative media as well as other online marketing tools and strategies. The course will also evaluate how these tools fit into the marketing theoretical framework. Prerequisite: BUS 330.

BUS 458 Consumer & Family Finance Capstone 3 Credits
This course provides a link between the traditional advisement services (finance, investment, tax, insurance, retirement planning, trust planning) and the client's life plan to manage financial affairs. As a final exercise, students complete a model financial plan for a mock client. Prerequisite: Successful completion of the General Education Capstone course.

BUS 461 Decision Modeling & Analysis 3 Credits
An introduction to the application of management science techniques and statistical tools to business decisions. Students will learn the assumptions and techniques necessary to apply and to implement solutions from optimization and other decision science models. The focus of the course will be on problem solving, which includes problem definition, problem analysis, evaluation and choice of alternatives, and implementation and evaluation of the decision. Prerequisites: MGT 330, BUS 308 or MAT 332.

BUS 497 e-Marketing Capstone 3 Credits
This course discusses the elements of a marketing plan as they are applied in an internet marketing situation. Students will create an e-marketing plan, beginning with an environmental scan and progressing through product strategy, channel strategy, and marketing communication. Prerequisite: Successful completion of the General Education Capstone course.

BUS 590 General Cost Accounting 3 Credits
This course covers principles of planning, measuring, recording, and controlling costs in different types of organizations. Key concepts will include cost records, cost behavior and allocation, inventory valuation, product costing, standard costs, responsibility accounting, and cost planning and control. Emphasis is placed on costing analysis,

evaluation, and reporting in order to assist management with the decision-making process.

BUS 591 Financial Accounting & Analysis 3 Credits
This course is a study of how the firm's management captures and uses financial information for reporting and analysis to both internal and external stakeholders. Various course topics include the accounting cycle, sources of the information contained in financial statements, time value of money, ratio analysis, the preparation and analysis of income statements, balance sheets, and statements of cash flows.

BUS 599 Introduction to Quantitative Principles 3 Credits
This course is an overview of the fundamentals of accounting, finance, and economics. Students will investigate the fundamental principles of accounting through the preparation of financial statements. The basics of managerial finance including the use of net present valuation models fundamental financial ratio analysis will be examined. Students will also explore modern economic philosophy including an understanding of basic supply and demand, and micro- and macroeconomics systems. Note: This course can be waived if the student has an undergraduate degree in business.

BUS 600 Management Communications with Technology Tools 3 Credits
This course is designed to introduce the student to the Ashford University Graduate Business programs, with emphases upon conceptualizing communication and communication processes in the contexts of organizations and leadership. Emphasis will be on technology, theories and models, qualitative communication research methodologies, and research writing.

BUS 604 New Business Venture Management 3 Credits
This course focuses on the important aspects of starting a new business enterprise with emphasis on the challenges faced by the entrepreneur in initiating a business venture and directing its early development. The course also addresses the process of forming business ventures, the identification and evaluation of new venture opportunities, and the development of appropriate entry strategies.

BUS 605 Venture Capital & Private Equity 3 Credits
This course will examine the role of finance and the formation of financial strategies needed to support each phase of the business start-up. Sources of equity and debt capital along with entry strategies such as franchising and acquisition are examined. Alternative working capital, capital structure, and investment strategies unique to the start-up are presented.

BUS 606 Global Comparative Management 3 Credits
This course reviews management systems within their political, social, and economic environments with a global perspective. This course also emphasizes the managerial processes in a global business environment and provides a strategic assessment of the fundamental issues involved in the management of multinational corporations. Topics include comparative studies of practices of management in foreign nations and examination of the influences of culture on business operations.

BUS 607 Business Law for the Accountant 3 Credits
This course involves in-depth study of specific laws and practices as related to contracts, the Uniform Commercial Code, commercial paper, secured transactions, real and personal property, estates, and bankruptcy.

BUS 610 Organizational Behavior 3 Credits
This course investigates behavioral factors that affect modern organizations and their management. Topics include group and team dynamics, organizational structure, motivation, leadership, power, and change management.

BUS 611 Project Planning & Management 3 Credits
This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management, project organizations and

leadership, project team building, RFPs, proposals and contracts, techniques for project scope definition, work definition, estimating, scheduling, risk management, control and closeout, the project management methodology, and PM software are covered.

BUS 612 Advanced Project Procurement 3 Credits

This course emphasizes a hands-on approach to using project management knowledge areas to facilitate scheduling, estimating, tracking and controlling the schedule and costs of the project. A project baseline will be set so that actual schedule and cost variances can be compared to the project baseline and corrective actions can be developed to address the variances. In this course students will learn about the legal, ethical, and fiscal considerations in procurement and contracts. Students will examine ways of identifying, evaluating and mitigating risk in scheduling, cost control, contracting and procurement.

BUS 616 International Business 3 Credits

This course studies the major functional business areas in a global context. Taking into consideration socio-political structural differences, the multinational corporation is investigated with applications in management, finance, marketing and operations.

BUS 620 Managerial Marketing 3 Credits

This course examines the marketing function, focusing on the managerial application of marketing tools and methodology. Emphasis is placed on marketing decisions associated with allocating organizational resources including: product development and design, pricing, promotional strategies, and distribution-based activities. Course coverage includes the marketing concept, buyer psychology, strategic planning and implementation of marketing plans.

BUS 630 Managerial Accounting 3 Credits

This course studies the role and major functions of the managerial accountant within the organization. Students of managerial accounting should not only be able to produce accounting information but also understand how managers are likely to use and react to that information. The goal of this course is to acquaint students of business with the fundamental tools of management accounting and to promote their understanding of the dramatic ways in which the field is changing. The emphasis through the text and course is on using account information to help manage an organization. Some topics covered in this course include: cost management, various budgeting theories and techniques, and decision-making processes. Prerequisite: BUS 591 or equivalent.

BUS 631 Integrated Supply Chain Management 3 Credits

Study and analysis of supply chain management for products/services and the dynamic interaction of companies within an integrated supply chain. Topics include factors guiding companies' supply chain development and management; Technology as a supply chain tool; Positioning of a company in terms of its role as a valuable member of the supply chain; and, performance measures used across the supply chain.

BUS 632 Advanced Logistics 3 Credits

This course provides an overview of current logistics and distribution practices intended to advance current knowledge. Students should gain an understanding of the significant components of logistics management and the dynamics of what is considered best practice. Focuses on the complexities associated with the integrated flow of raw materials, in-process goods, finished goods, and information from point-of-origin through the production process to the end consumer.

BUS 635 Media Markets & Systems 3 Credits

This course examines the various segments of the market that utilize media resources for organizational growth and communication. Examination of the components of media, stakeholders, markets available and cultures impacted by media will include assessment of technological and economic drivers that establish a congruent approach to the marketplace.

BUS 636 Media Management & Innovation 3 Credits

Utilizing the key principles of organizational management, this course will focus on the media approach in an organization and providing systematic guidelines for oversight of the institutional media team. Creating a culture of innovation in the media team will be a strategic element in the course content.

BUS 640 Managerial Economics 3 Credits

This course is designed to provide a solid foundation of economic understanding for use in managerial decision-making. The course offers an intuitive non-calculus based treatment of economic theory and analysis. A variety of examples is used to illustrate the application of managerial economics to diverse practical situations. The role that economic analysis plays in that process is emphasized throughout this course. Prerequisite: MAT 540 or equivalent.

BUS 642 Business Research Methods & Tools 3 Credits

This course examines the use of quantitative techniques business decision-making. Using spreadsheet software, the course addresses managerial problem solving through the use descriptive statistics, hypothesis testing, and correlation and regression (single and multiple) analysis. This course also provides a graduate foundation for conducting business research. Topic coverage includes: research methodology, literature review, hypothesis generation, data collection and summary techniques. Additional coverage includes study of qualitative and quantitative data as well as reviewing conceptual versus empirical research studies. Prerequisite: MAT 540 or equivalent.

BUS 644 Operations Management 3 Credits

This course focuses on the principles associated with the effective design, implementation and management of organizational processes and systems. With an emphasis on efficiency, course coverage includes: systems design for products and services, inventory management systems, distribution and supply chain management.

BUS 650 Managerial Finance 3 Credits

This course studies the role and major functions of corporate finance within the organization. Upon developing an understanding of the theoretical foundation of corporate finance, students will use financial tools in an applied case and problem format. Topics covered include: net present value analysis (time value of money), risk assessment, security valuation, decisions on capital structure and allocation, and the weighted average cost of capital. Prerequisite: BUS 591 or equivalent.

BUS 655 Financial Investment Management 3 Credits

The central focus of this course is to develop an understanding of how security markets function, factors that influence security valuation, differentiating between various investment types and understanding investment risk and return principles. This course covers security markets operations, investment information, portfolio asset allocation; financial environment analysis; and evaluation of equity and fixed income securities.

BUS 657 Corporate Managerial Finance 3 Credits

This course introduces the financial theory and practices firm managers use to attain their goal of maximizing corporate shareholder wealth. Topics covered are: analysis techniques of financial statement and cash flows; working capital management and financial forecasting; valuation methods for debt and equity capital; risk and rate of return theory; cost of capital, capital project budgeting decisions and cash flow estimation; optimal capital structure and dividend policy.

BUS 660 Contemporary Issues in Organizational Leadership 3 Credits

This course provides an in-depth examination of the multi-faceted concept of leadership studies by presenting the student with the vocabulary, concepts, theories, and applicable research that are fundamental to the understanding of leadership. The course examines contemporary and historical leadership issues, moral and ethical responsibilities of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process is examined.

BUS 661 Leading Organizational Change 3 Credits

This course blends theories of leadership with concepts and models of organizational change. The change process consists of a series of steps that focuses on vision, implementation, change agents, and other internal and external components. The course provides insight into types of changes that impact organizations and possible strategies to effectively address those changes.

BUS 665 Environmental Law & Compliance 3 Credits

This course begins with an analysis of The Solid Waste Disposal Act/Resource Conservation and Recovery Act (RCRA), Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Further, it will familiarize students with an environmental manager's duties in permitting, reporting, record keeping and sampling. It emphasizes a systematic approach to identifying obligations with respect to regulated media and developing appropriate responses. Obligations under United States environmental laws, their relationship to state and local laws, and state and local obligations are considered as a model for analysis and response.

BUS 667 Energy, Environment & Economics 3 Credits

This course deals with the linkage of energy, environmental and economic issues. The impact of energy supply and end-use on human well-being and the ecosystem is covered. It also includes a comprehensive approach to the resolution of resource, technical, economic, strategic, environmental, socio- and geopolitical problems of the energy industries. In addition, pathways to a sustainable global energy system are presented.

BUS 668 Macroeconomics of Financial Markets 3 Credits

This course examines the monetary aspects of production, spending, borrowing, and lending decisions, organization, performance and scope of services provided by financial markets and institutions, and the powers of the Federal Reserve System to use monetary policy and limits to credit expansion. The regulatory and globalization aspects and relevance of market behavior to the financial system are also examined.

BUS 669 Managerial Economic Analysis 3 Credits

Managerial economics introduces the basic principles of economic analysis as applied to managerial decisions to determine how an organization can achieve its aims most efficiently. This course applies statistical and quantitative tools and the methodological approaches commonly used by economists to business problems as demand estimation, product pricing, profit maximizing level of output, cost minimizing level of input use, and forecasting.

BUS 670 Legal Environment 3 Credits

This course involves the study of business law, its foundations, and the role it plays in managing a business, with a particular emphasis on the corporate form. Topics of relevance to be explored include the following core concepts: constitutional law, case law, government regulation, ethics, contracts, anti-trust law, securities regulations, employment law, environmental law, and crimes and torts.

BUS 680 Training & Development 3 Credits

This course provides in-depth knowledge of training and performance development concepts essential for line managers or human resource specialists. Beginning with fundamental principles of performance, the course focus is on identifying critical factors in workplace performance and in determining how to analyze the causes of performance problems. Additionally, this course distinguishes between training and development and addresses their complementary functions in the modern organization.

BUS 681 Compensation & Benefits 3 Credits

This course provides in-depth knowledge into compensation theories, policies, systems, and practices, with particular emphasis toward designing effective compensation programs.

BUS 688 Business Strategy: The Sustainable Enterprise 3 Credits

This course integrates environmental management issues with use of strategic planning tools for assessing and responding to the driving

forces of the "next" economy: globalization, technology, demographics and the environment. The course examines the challenge of corporations competing in the global economy of the new millennium in such a way that will allow the planet to support them indefinitely. Emphasis is on the company's ability to build and sustain a competitive advantage utilizing traditional management concepts as well as new sustainability practices.

BUS 689 Market Structure & Firm Strategy 3 Credits

This course focuses on the study of markets, laws, and government regulations used to smooth significant market imperfections, especially the problems caused by market structure and market power. The course further examines how firms formulate business strategies and activities to position themselves for profit advantage. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA/Business Economics curriculum. In addition, the capstone project requires the generation and presentation of an industry economic analysis.

BUS 690 Business Strategy 3 Credits

This capstone course explores the formulation, implementation, and evaluation/control of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization through applied case analysis. Topics include analysis of competitive position, value creation, development of system-wide goals and objectives, and creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. Additionally, the capstone project requires the generation and presentation of an industry analysis.

BUS 691 Strategies in Organizational Leadership 3 Credits

This course builds on leadership, business, and management concepts. This strategy course provides the student with the opportunity to synthesize all prior learning in leadership and related coursework and experiences, both personal and professional. The course expands the leader's thinking and explores the arena of leadership and how it will impact the future of the individual, the organization, and the world in which we live.

BUS 692 Strategies in Human Resource Management 3 Credits

This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting organizations. The course examines human resource management in the current business environment and develops alignment with vision, strategy, organizational values, and HR functions. Emphasis is placed on integrating human resource management with the overall business strategy.

BUS 693 Global Business Strategy 3 Credits

This course builds on the leadership, business, and management concepts while integrating a comprehensive look at strategic planning and management in a global environment. The course is designed to employ case analyses, critical assessments, global market evaluations, and a comprehensive strategic planning project to lead the student to fluency in the global strategic planning process.

BUS 694 Finance Capstone Seminar 3 Credits

This course will cover advanced financial topics including: International financial management, corporate risk management, merger and acquisitions, portfolio management theory and real options.

BUS 695 Marketing Capstone Seminar 3 Credits

This course builds on the leadership, business, and management concepts contained in the MBA program while introducing the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. In addition, the capstone project requires the generation and presentation of strategic marketing plan.

BUS 696 Strategic Thinking for Entrepreneurs 3 Credits

This course focuses on application of key strategic and managerial approaches necessary for entrepreneurs to implement the strategy for a start up or business takeover enterprise. It examines and discusses how entrepreneurial firms develop and implement innovative business plans, create functional operations, and incorporate technology strategies. Emphasis is placed on the vision of the firm, the strategic planning process, and strategic management. The final component is the generation of a business plan as a capstone project.

BUS 697 Project Management Strategy 3 Credits

This course focuses on application of managerial approaches necessary to align significant projects with organizational strategy. It examines and discusses how firms determine business benefits and project feasibility, report progress, and measure project quality while communicating with key organizational stakeholders. Emphasis is placed on Earned Value Management techniques and achieving project progress and technical performance of the project.

BUS 698 Supply Chain Strategic Management 3 Credits

This covers addresses the strategic implications of sourcing and supplier relationships in the context of supply chain management. Critical elements including identifying and selecting suppliers, negotiating contract terms and conditions, implementing contracts, and measuring performance in the context of the organization's strategic plans are covered. Practical examples of sourcing excellence are provided.

BUS 699 Media Strategies & Applications 3 Credits

This course is the capstone for the Media Management specialization that is designed to integrate media management concepts in to a strategic plan. The course is focused on building and implementing the media strategies for an integrated and comprehensive plan that is consistent with an institution's vision and mission and follows standard strategic planning theory and practice.

CGD Computer Graphic Design**CGD 218 Visual Literacy in Business 3 Credits**

This course examines the evolution and trends in digital media utilized in business. Course content and activities focus on message content and creation and the visual principles and theories that shape effective visual communication in the business environment. Legal and ethical issues relating to visual communication will be introduced and incorporated into projects that develop visual literacy and visual problem-solving skills.

CGD 240 Media Writing & Editing 3 Credits

An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication.

CGD 318 Public Relations Practices & Promotional Writing 3 Credits

An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format.

COM Communications**COM 200 Interpersonal Communication 3 Credits**

This course is designed to aid students in understanding the dynamics of interpersonal relationships. Verbal and nonverbal communication patterns between people in personal, social, academic, and professional settings will be examined, and the nature of those interactions will be evaluated using contemporary communication theory. The course will enable students to identify their interpersonal communication behaviors and to more critically evaluate their own oral communication and that of others. A primary goal of the course is to improve the quality of students' communication in their personal and professional relationships.

COM 321 Communication Theory 3 Credits

This course examines theoretical perspectives and research findings concerning human communication. Students will examine classic approaches and new theories and research in interpersonal, group, organizational, and public communication. They will analyze and critique these theories and research findings and assess the impact of technology on communication patterns. Relationship stages, theories, and contemporary views of "family" are examined, as well as the impact of family, culture, and gender on communication patterns. Types of groups and organizations are identified, as well as concepts of power and interaction in group, organizational, and public settings. In this class, students will also have an opportunity to examine the practical implications of these concepts in building their own communication skills.

COM 323 Persuasion & Argumentation 3 Credits

Students will learn critical thinking methods to enable them to analyze and evaluate arguments and understand which contribute to effective and non-effective persuasion. They will formulate persuasive arguments and learn to deliver those arguments effectively, both in oral and written forms. This course examines the purpose and function of research in supporting elements of argument and persuasion and the need to understand receiver variables.

COM 325 Communication & Conflict 3 Credits

The course provides students with conflict resolution techniques through communication. Students will analyze the purpose of conflict, learn to work with difficult people, and understand communication as a significant factor in the development, management, and resolution of conflict at the interpersonal, small group, organization, and societal levels.

COM 340 Technical Writing 3 Credits

This course provides students with technical writing concepts and principles and the skills necessary to compose effective technical documents for a broad range of professions. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Students will explore types of technical documents and the specific techniques applicable to technical writing such as outlines, abstracts, definition, and classification strategies. They will have an opportunity to apply their knowledge by writing a process or mechanism description, a proposal/recommendation report, and a detailed instruction for performing a task or operation.

COM 345 Media Writing for Communication 3 Credits

This course is an introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication.

COM 360 Advanced Communications in Society 3 Credits

This course integrates the use of advanced communication techniques into a variety of contexts shaped by socially and culturally-constructed distinctions between and among individuals and groups. Topics include intercultural, multicultural, international, and inter-gender communications.

COM 425 Communication in Organizations 3 Credits

This course investigates the role of communication in creating an effective and ethical organizational environment. Students will be assisted in developing and strengthening such communication skills as self-awareness, intrapersonal efficacy, interpersonal competence, and leadership and team skills.

COM 480 Communication Studies Capstone 3 Credits

This course is a summative compilation of representative work from each course in the program. Students will create an electronic portfolio containing the assignments completed throughout the program to demonstrate professional achievement. Students will complete a comprehensive research project on a selected career field. Prerequisite: Successful completion of the General Education Capstone course.

CRJ Criminal Justice**CRJ 201 Introduction to Criminal Justice 3 Credits**

This course involves an analysis of the criminal justice system focusing on the police, courts, and corrections.

CRJ 301 Juvenile Justice 3 Credits

This course describes prevalent patterns of juvenile delinquency, relates these patterns to theories of child and adolescent development, and examines various theories pertaining to the causes of criminal behavior among juveniles. In addition, the course surveys the roles of police, courts, and delinquency intervention programs in the administration of juvenile justice. Emphasis will be given to strategies of prevention and early intervention.

CRJ 303 Corrections 3 Credits

An analysis of correctional procedures and institutions, especially jails, prisons, parole, and probation is the focus of this course. Other topics include inmate subcultures, rehabilitation, and prisonization.

CRJ 305 Crime Prevention 3 Credits

This course explores strategies of crime prevention including programs designed to reduce opportunities to commit crime, programs to alleviate demoralizing community social and economic conditions that foster criminal behavior, programs to improve police/community cooperation, and programs to educate young people as to likely consequences of criminal behavior.

CRJ 306 Criminal Law & Procedure 3 Credits

A survey of constitutional rights, police compliance to constitutional rights, and constitutional amendments that specifically apply to the individual. The course examines the application of these rights in the enforcement, investigation, and adjudication of specific crimes.

CRJ 308 Psychology of Criminal Behavior 3 Credits

Psychology of Criminal Behavior is an integrated course applying the research and methodology of psychology and sociology to the understanding of criminal conduct. Theories of psychology are explored including biological, developmental, cognitive, social learning, and psychoanalytic. The sociological concepts of social process and structure, social control, and social conflict are introduced.

CRJ 311 Forensics 3 Credits

Forensic science applies scientific methodology to crime scene investigation and crime solving. This course analyzes techniques of crime scene investigation and the lawful gathering of evidence. Emphasis is placed upon the Federal Rules of Evidence, including the admissibility of physical evidence at trial, as well as the role of forensic science in the criminal justice system and the identification, collection, and preservation of physical evidence (chain of custody issues).

CRJ 422 Criminal Justice Capstone 3 Credits

Students will review all learning objectives achieved throughout previous coursework and develop a comprehensive, focused study of a modern criminal justice issue while applying solutions and predictions for future trends in criminal and social justice. Successful students will focus on the pragmatic application of principles and theories that guide criminal justice practice in the United States. Prerequisite: Successful completion of the General Education Capstone course.

CRJ 433 Principle & Theory of Security Issues 3 Credits

This course outlines the principles and topics relevant to business and organizational security management. Students gain understanding of established management functions, including the role of the Chief Security Officer. Various facets of physical, personnel, and information security are studied, as well as aspects of loss prevention and the protection of assets.

CRJ 435 Evaluation of Security Programs 3 Credits

This course examines industry standards and practices and methods of determining the adequacy of security management programs. It also

explores the concepts of legal liability, management structures and techniques, and their impact on security operations.

CRJ 437 Contemporary Issues in Security Management 3 Credits

This course focuses on the current topics in security management such as substance abuse, violence, adjudication and reconsideration reviews, security countermeasures, case management, use of examinations such as polygraphs, report writing, international commercial sales, and media relations. The role of the security manager in personnel management, security planning, organizational communication, recruitment, retention, training and development, and management of contracts are also examined.

CRJ 439 Security Administration 3 Credits

This course focuses on the real world applications for security managers. Staff selection and employee screening are discussed, as well as daily operating procedures, guard operations, securing information systems, and investigations are discussed. Students will be introduced to current topics in workplace violence, managing change, security awareness training, and physical security.

CRJ 441 Homeland Defense 3 Credits

This course will examine the boundaries of the national security mission by evaluating the threats, actors, and organizational structures and resources affecting the security of the United States.

CRJ 443 Intelligence & Homeland Security 3 Credits

This course examines the relationship between intelligence and homeland security strategy during the 20th century with emphasis placed on the Cold War. Using a case study approach, students will analyze past and present national security issues from an intelligence perspective.

CRJ 445 Consequence Management: Terrorism Preparation & Response 3 Credits

This course addresses the potential results of nuclear, biological, and chemical warfare and incidents. Topics include public health consequences, emergency planning and response measures, detection and management technologies, and vulnerabilities. Course objectives include examination of the historical uses of chemical and biological weapons and the impacts of chemical and biological weapons.

CRJ 447 Homeland Security Organization 3 Credits

Students will examine federal, state, local, private, and other organizational structures involved in homeland security. The course focuses on development of homeland security from early to modern times with an emphasis on the emerging homeland security structure and culture.

CRJ 451 Homicide Investigation & Evidence Gathering 3 Credits

This course provides students with the skills and knowledge necessary for the resolution of homicide investigations. A historical overview is provided and current topics are explored. Topics include criminal behavior, the role of the crime laboratory, DNA testing, and medical/legal causes of death. Students will also be introduced to policies and procedures for evaluating and gathering evidence, with attention to blood stain and physical evidence and the impact of physical force on bodies and objects.

CRJ 453 Criminal Profiling 3 Credits

This course defines the motivators and environmental influences leading to criminal behavior, as well as the patterns of offending. Students are introduced to profiling approaches and techniques and their relationship to crime solving.

CRJ 455 Criminal Law 3 Credits

This course provides an in-depth analysis of criminal law. The principles of criminal liability are emphasized as well as the actions, mental state, and circumstances that are common to individuals committing crimes against society, persons, or to property.

CRJ 457 Forensic Evidence & the Law 3 Credits

Students are exposed to the historical and contemporary contexts in which arguments are made about the quality of forensic evidence and the legal burden of proof in criminal litigation. Methods and strategies for the gathering, analyzing, and application of forensic evidence are discussed. This course examines the principles and practices of crime scene investigation as well as the procedures for the collection, preservation, documentation, and analysis of physical evidence.

CRJ 461 Corrections Administration & Management 3 Credits

This course evaluates and develops the competencies necessary in corrections management and administration at all levels. Topics include strategic planning, risk assessment, effective leadership strategies, and current issues in corrections management. Students gain an understanding of the structure of the correctional facility as an organization. Ethical, legal, and social implications of corrections administration are discussed in detail.

CRJ 463 Contemporary Corrections Issues 3 Credits

This course focuses on a broad range of contemporary concerns and topics in criminal justice such as racism in sentencing, racial profiling, police use of deadly force, national drug control policy, community policing, court authorized electronic intercepts, and prosecutorial discretion. Students will research current criminal justice issues and make analytical observations using concepts and methodologies learned in the class.

CRJ 465 Corrections & Incarceration 3 Credits

This course examines approaches of correctional facilities and provides an overview of historic and contemporary philosophies and practices in the American Penal System. Treatment programs, prisoners' rights, intermediate sanctions, and institutional management are among the topics discussed, as well as correctional issues pertaining to race/ethnicity and women.

CRJ 467 Probation & Parole 3 Credits

The purpose and procedures pertaining to probation and parole are analyzed in this course. Topics include pre-sentence investigation, supervision of probationers, parole administration and services, treatment theory, juvenile services, and parole officers. Students are introduced to such new concepts as community-based corrections, the justice model, and determinate sentencing and their impact on traditional policy and practice.

CRJ 501 Criminal Justice, Criminal Law & the Constitution 3 Credits

This course introduces students to the fundamentals of the criminal justice system, substantive criminal law, and the U.S. Constitution. This course may be waived for students holding undergraduate degrees in criminal justice or having completed certain courses.

CRJ 510 Criminal Justice Policy & Theory 3 Credits

This course provides an extensive analysis of the functions, processes, and structures of the criminal justice system. Principles, doctrines, selected rules of criminal law, and law as social control will be examined.

CRJ 512 Criminological Theory 3 Credits

This course explores classical and contemporary literature in criminology and criminal justice. Both theory and empirical research will be used to examine criminal behavior as well as the structure, function, and interaction of the criminal justice system.

CRJ 514 Constitutional & Judicial Processes 3 Credits

This course examines the structure, functions, and operations of the constitution and judicial processes. The impact of historical and contemporary constitutional issues on the criminal justice process will also be examined.

CRJ 520 Research Methods in Criminal Justice 3 Credits

This course introduces the use of research methods in the study of criminal justice. The focus is on the examination of the issues related to

collecting, analyzing, and using data. Students will learn to test hypotheses, draw inferences, and write a research report.

CRJ 522 Psychological Factors in Criminal Justice 3 Credits

This course introduces students to the use of psychological methods and theoretical models in the criminal justice system. Students will examine criminal and police psychology with an overview of forensic psychology.

CRJ 524 Ethics in Criminal Justice 3 Credits

This course examines theoretical and applied criminal justice ethical standards as they relate to criminal justice decision making. Students will evaluate issues concerning discretion, due process, truthfulness, corruption, and discrimination.

CRJ 613 Comparative Criminal Justice Systems 3 Credits

This course provides an international perspective on law enforcement. Students will focus on the phenomena of globalization of criminal activity, major aspects of the legal traditions and criminal justice systems of selected countries, as well as international legal and law enforcement institutions.

CRJ 615 Victimology 3 Credits

This course provides an overview of the principles and concepts of victimology, an analysis of patterns and trends, as well as theoretical reasoning and responses to criminal victimization. Students will examine the consequences suffered by victims as well as the services and resources available to them.

CRJ 620 Organizational Behavior in Law Enforcement & Corrections 3 Credits

This course provides an analysis of the various issues facing criminal justice and correctional organizations in the context of professional practice, including, the theoretical concepts of organizational behavior, management and leadership of human resources, and design and structural processes of such organizations. Included topics are fiscal accountability; personnel deployment; implementation of change, motivation and retention of personnel, the hiring, assignment, and promotion of personnel, organizational communication; professional development, and applicable legal issues as they pertain to agency operations.

CRJ 621 Cybercrime Investigation 3 Credits

This course will introduce students to the methods for investigating internet crime. Students will learn how to gather evidence, build a case against the perpetrator, and manage an Internet crime scene.

CRJ 622 Introduction to Forensic Science 3 Credits

This course will introduce students to the history of forensic science along with current technologies, procedures and methods of laboratory analysis in use today. Topics covered will include recognition, protection, documentation and collection of physical evidence as well as analysis of such physical evidence. Legal recognition of new technologies will also be reviewed.

CRJ 623 Homeland Security 3 Credits

This course introduces the student to the responsibilities and functions across agencies at various jurisdictional levels that have the charge of mitigating hostilities, threats, hazards, and consequences. Additionally, this course will study the methods of the most effective response systems. Students will develop the skills to identify, evaluate and resolve complex policy issues and initiate practical actions.

CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators 3 Credits

This course explores specialized topics in substantive and procedural law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice and correctional organizations. This course is well suited for command-level personnel in response to a variety of potential agency and personal liability issues.

CRJ 626 Computer Forensics 3 Credits

This course will introduce students to the methods for preventing and detecting cybercrime. Students will learn the basics of retrieving and analyzing data from various mediums, such as computers, global positioning systems, or removable storage devices.

CRJ 627 Advanced Forensic Science 3 Credits

This course will review the forensic science subjects covered in CRJ 622 and introduce the student to the scientific techniques used in processing evidence found at investigations and crime scenes. This course is designed to allow the student to complete exercises in the forensic fields most commonly used today.

CRJ 628 Terrorism: Threats & Strategy 3 Credits

This course is designed to provide the student with an understanding of terrorism, both international and domestic. The course will explore the causes and effects of terrorism as they relate to political structures from both religious and historical perspectives; with particular focus on present day impacts.

CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators 3 Credits

This course will introduce students to public program budgeting and finance concepts. Special emphasis is given to methods of financing public programs and the preparation and management of budgets for the programs. This course is intended to provide students with an opportunity to learn and practice the technical aspects of program budgeting and finance in the public safety arena.

CRJ 631 Security & Protection for Cybercrime 3 Credits

This course will instruct students of the basic rights of business and individuals who are affected by cybercrime as well as the means to protect them. Students will learn how to protect potential victims whether minors in chat rooms or multinational businesses from cyber criminals.

CRJ 632 Crime Scene Investigation & Management 3 Credits

This course will introduce the student to the forensic techniques utilized in crime scene investigations (CSI). Students will learn how to process and retrieve trace evidence such as DNA and other items of evidentiary value. Student will also learn accepted methodologies employed in contemporary crime scene management. Students will also become familiarized with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations and requirements relative to the admittance of evidence collected by forensic crime scene investigators.

CRJ 633 Risk Assessment 3 Credits

This course is intended to provide the student with advanced knowledge and understanding of the area of risk assessment and management. The focus is on the recognition of real and perceived threats, sharing information between communities and agencies, the collaboration of resources, and the management of risk. Students will examine the concepts of risk assessment, risk analysis, and the impacts of actual and suspected threats.

CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice 3 Credits

Students will research key concepts, methods, and issues in the field of evaluation research. In addition, students will analyze and develop an evaluation proposal on a discreet topic within the field of criminal justice. The focus will center on needs assessment, impact, monitoring, as well as the application of quantitative and qualitative techniques.

ECE Early Childhood Education

ECE 101 Introduction to Early Childhood Education 3 Credits

This course provides an overview of the field of early childhood education including history, philosophy, advocacy, public policy, issues, trends, and careers.

ECE 201 Introduction to Early Childhood Behavior Management 3 Credits

This course will address age appropriate behavior expectations for classrooms and ideas for supporting student learning. Motivation theory, positive reinforcement and behavior support plans will be covered. Major theories of behavior will be considered as they relate to educational settings.

ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom 3 Credits

Introduction to Curriculum & Instruction for the Early Childhood Classroom examines the relationship between curriculum, instruction, and assessment. This course is designed to provide students with the opportunity to analyze developmentally appropriate practices for early childhood settings, as well as compare the effectiveness of early childhood curricular approaches. In addition, students will apply specific methods for early childhood instruction and assessment. For the final project, students will develop a curriculum unit plan.

ECE 205 Introduction to Child Development 3 Credits

Introduction to Child Development provides an overview of child development from birth to age eight. This course is designed to provide students with the opportunity to explore the various theories of child development. In addition, developmental milestones and developmental domains will be explored at each of the stages of child development. Factors that influence child development will be examined and ways to support development will be discussed. Students will examine strategies and environments that promote development.

ECE 312 Administration of Early Childhood Education Programs 3 Credits

This course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed as are the skills and competencies to implement the above.

ECE 313 Collaboration with Parents & Community 3 Credits

Factors that promote effective communication and collaboration with parents of babies and preschool-aged children, families and community resources are considered in this course.

ECE 214 Nutrition & Health of Children & Families 3 Credits

This course provides a study of the health and nutrition needs of children and families.

ECE 335 Children's Literature 3 Credits

Students learn how to select and use children's books and other media relating to physical, cognitive, emotional, and social development of babies and preschool-aged children.

ECE 311 Early Childhood Curriculum & Methods 3 Credits

This course focuses on curriculum development in early childhood and teaching strategies with a developmentally appropriate approach. Students will prepare curriculum and practice teaching strategies which illustrate the characteristics of play and creativity. The guidance of young children to include behavior management and creating positive learning environments will also be emphasized.

ECE 315 Language Development in Young Children 3 Credits

This course provides an introduction to the developmental stages of language acquisition in young children from birth to the age of 6. The focus of the course is on the facilitation of language acquisition in young children.

ECE 332 Child Development 3 Credits

This course provides a basic introduction to the nature of human growth and development as it occurs from conception through early childhood. Students learn about motor, cognitive, social, emotional, moral, aesthetic, and language development in early childhood.

ECE 341 Social & Emotional Growth of**Infants & Toddlers****3 Credits**

Social-emotional development including the management of emotions and the ability to establish positive relationships with others will be covered in this course. Students will learn the important elements in a childcare setting that support healthy social, emotional, and behavioral adjustment in infants and toddlers.

ECE 343 Quality Care Environments for**Infants & Toddlers****3 Credits**

Students will learn both theory and application of why and how to set up, arrange and change early childhood learning environments to effectively meet the developmental needs of very young children. The role of the teacher, the importance of the environment, design principles, health and safety will be covered in this course.

ECE 345 Infant & Toddler Learning & Development**3 Credits**

Emphasis will be placed on effective activities and practices to promote language development, cognitive development and motor skill development in young children. Sensory, music and movement development will also be covered in this course. Appropriate behavior teaching and coaching for infants, toddlers and two year olds will be discussed.

ECE 347 Culture, Family & Childcare**3 Credits**

This course will increase the students expertise and understanding of all the components that must work together to create an effective childcare setting in which all children can thrive. Elements to be covered in the planning of a childcare environment include discipline and behavior management as well as consideration of the child's developmental level, the family and cultural context.

ECE 351 Play & Learning for the Young Child**3 Credits**

In this course students explore the significant role and impact of play on the development of children. Students will actively participate in discussions and activities related to major theorists, current research on play, the developmental stages of play, cultural influences, and current trends and topic related to play.

ECE 353 Cognitive Development of**Infants & Young Children****3 Credits**

Gain knowledge of cognitive and brain development in children from birth to eight years of age. The variations in rates of cognitive development and the impact on development in other areas will be explored throughout the course. Students will apply this knowledge to designing programs to meet the needs of children with varying needs and abilities.

ECE 354 Assessment & Intervention**During Early Childhood****3 Credits**

This course explores the issues around early assessment and intervention with young children. Specific developmental concerns will be identified and intervention programs will be examined.

ECE 355 Understanding Behavior & Family Dynamics**3 Credits**

This course explores developmental theory and the relationship to the socialization and education of young children in child rearing, caring, and education. Special emphasis will be placed upon exploring how the child is viewed in the context of his or her family and the community at large.

ECE 405 Children & Families in a Diverse Society**3 Credits**

This course will provide a clear and practical introduction to multicultural and anti-bias issues, and aid students in developing culturally relevant methods in working with children and families in early childhood settings.

ECE 430 Early Childhood Education Capstone**3 Credits**

This is the capstone course for the Early Childhood Education and the Early Childhood Education Administration Major, to be taken at the completion of the major courses. This course provides students with the opportunity to integrate and apply their learning from the course of study for Early Childhood Education in a comprehensive manner.

Students will reflect on the courses taken and develop an understanding on the National Association for the Education of Young Children (NAEYC) and the National Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon child development research, center-based curriculum and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program as well as a final exam that covers the program learning outcomes. Prerequisite: Successful completion of the General Education Capstone course.

ECE 497 Child Development Capstone**3 Credits**

The capstone course is designed to be taken at the completion of all courses in this area of study. This capstone course will bring together information regarding advocacy and legislation for children and families and ways that this shapes children's experiences and opportunities. Students will have the opportunity to integrate and apply their learning from the course of study in the Child Development major in a comprehensive manner. Prerequisite: Successful completion of the General Education Capstone course.

ECE 601 Introduction to Early Childhood Education**3 Credits**

This course provides an overview of the field of early childhood education including history, philosophy, advocacy, public policy, issues, trends, and careers.

ECE 605 Children & Families in a Diverse Society**3 Credits**

This course will provide a clear and practical introduction to multicultural and anti-bias issues and will aid students in developing culturally relevant methods in working with children and families in early childhood settings.

ECE 611 Early Childhood Curriculum & Methods**3 Credits**

This course focuses on curriculum development in early childhood and teaching strategies with a developmentally appropriate approach. Students will prepare curriculum and practice teaching strategies which illustrate the characteristics of play and creativity. The guidance of young children to include behavior management and creating positive learning environments will also be emphasized.

ECE 612 Administration of Early Childhood Education**3 Credits**

This course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed as are the skills and competencies to implement the above.

ECE 623 Collaboration with Parents & Community**3 Credits**

Factors that promote effective communication and collaboration with parents of babies and preschool-aged children, families and community resources are considered in this course.

ECE 625 Family & Community Engagement**3 Credits**

This course focuses on factors that promote effective engagement with families of infants, toddlers and preschool-aged children, and the impact of this relationship on young children's development, learning and behavior. Integration of concepts with best practice in early care and education, as well as family context and community resources are considered in this course.

ECE 630 Language, Physical & Social Development in Young Children**3 Credits**

This course provides an introduction to the developmental stages of language acquisition, physical and social development in young children from birth to 6. The focus of the course is on the specific developmental milestones in young children.

ECE 653 Cognitive Development of Infants & Young Children**3 Credits**

This course deals with theories regarding cognitive development in children from birth to eight years of age including knowledge resulting from brain research. The relationship between the rate of cognitive

development and overall development will be explored throughout the course. Students will apply this knowledge to design programs to meet the needs of children with varying needs and abilities.

ECE 654 Assessment & Intervention in Early Childhood 3 Credits

This course explores the issues around early assessment and intervention with young children. Specific developmental concerns will be identified and intervention programs will be examined.

ECO Economics

ECO 100 Survey of Contemporary Economic Issues 3 Credits

Contemporary economic issues are discussed and relevant economic theory is introduced throughout this course of study. The economic theories of supply and demand, competitive markets, and price elasticity are explored.

ECO 203 Principles of Macroeconomics 3 Credits

Introduction to national income determination and the equilibrium level of output and employment. Monetary and fiscal policies as well as open economy issues are discussed. Recommended prerequisites: Fulfillment of the General Education Critical Thinking competency and Information Technology competency.

ECO 204 Principles of Microeconomics 3 Credits

Introduction to the theory of consumer equilibrium, market structure, and wage determination. Recommended prerequisites: Fulfillment of the General Education Critical Thinking competency, Mathematical competency, and Information Technology competency. (Equivalent to ECO 308).

ECO 308 Economics for Managers 3 Credits

This course will provide a survey of the field of economics as it relates to effective management. The course is designed to provide a basic understanding of the principles, concepts, and operational aspects of our economic system. (Equivalent to ECO 204).

ECO 316 Financial Institutions & Markets 3 Credits

A study of money and capital markets concentrating on interest rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities, and derivative instruments. Prerequisite: ECO 100 or ECO 203. (Cross-listed as BUS 316.)

ECO 320 International Economics 3 Credits

This course will focus on the environment of firms with particular emphasis on economic variables such as GNP, inflation, interest rates, exchange rates and international trade.

ECO 342 Principles of Econometrics 3 Credits

This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. The mathematics of econometrics will be introduced only as needed and will not be a central focus. Prerequisites: BUS 308 or MAT 332, and fulfillment of the General Education Mathematical competency.

ECO 406 Business Cycles & Growth 3 Credits

Topics include analysis of economic fluctuations and their impact on corporations and consumers; different explanations for business cycles; monetary and fiscal policy for stabilizing economic fluctuations; effects of public debt, investment, employment and trade policy on economic growth. Prerequisite: ECO 203.

ECO 610 Global Economics 3 Credits

This course will study international economic with respect to the global aspects of supply and demand. This class will review and evaluate international trade theories, geographic trade patterns, globalization, multinational corporations, and international variations of corporate and national economic policies. By the conclusion of this class, the student will be able to compare and contrast international financial and trade frameworks, and describe the problems and challenges facing the multinational corporation.

EDU Education

EDU 108 Introduction to Policy & Education 3 Credits

This course examines the theory, analysis, development and implementation of educational policy. It will explore the reasons for change in educational policy, ways to track its' evolution, and manners in which educational policy may be influenced. The history of educational policy will also be explored.

EDU 120 Principles of Instructional Design 3 Credits

This introductory course will cover learning theories including behaviorist, cognitive, constructivist and social learning as well as examine their relationship to instructional practices and course design. Basic principles and vocabulary for e-learning will be introduced. Additional topics covered will include factors that influence learning including motivation, learner engagement and learning styles. Students will begin to identify learning outcomes that can be addressed in an e-learning setting.

EDU 232 Instructional Design for E-Learning 3 Credits

Students will be introduced to a variety of instructional design strategies and address the selection of specific strategies to address learning needs in an educational or training environment. The role of needs assessment to inform design and formative evaluation to monitor instructional effectiveness will be addressed in this course. Prerequisite: EDU 120.

EDU 304 Introduction to Education 3 Credits

This course is designed to provide students with a broad view of the various components involved in education and schools today. An introduction to current legislation and trends in education as well as curriculum standards will be covered. The complex diversity of students today, as well as assessment and accountability issues, will also be addressed.

EDU 321 Introduction to Serving English Language Learners 3 Credits

This course provides a sufficiently broad yet detailed exposure to the realities of teaching English Language Learners. The course is designed to prepare students to deliver content area instruction to English Language Learners with diverse abilities using the sheltered instruction approach.

EDU 324 History of American Education 3 Credits

This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system. (Cross-listed as HIS 324.)

EDU 334 Adult Learning in the Workplace 3 Credits

Students will be introduced to the various learning needs of adults from a generational perspective. Strategies and ideas for the development of training and instruction to address the needs of learners for present generations as well as learners from diverse backgrounds and cultures will be reviewed. The role of needs assessment to inform design and formative evaluation to measure instructional effectiveness will be addressed in this course.

EDU 335 Design Concepts & Application for Online Learning 3 Credits

The application of instructional design for online learning will be emphasized as students apply their knowledge to analyze, select and design instructional strategies that are most effective for engaging and teaching online learners. Students will learn methods for managing and delivering online instruction utilizing course management tools and multimedia technologies in both synchronous and asynchronous environments. Prerequisites: EDU 120 and EDU 232.

EDU 336 Evaluation of E-Learning 3 Credits

Students will examine the components of on-line instruction and classroom design for high quality standards. Learners will evaluate and assess instructional design and its impact on student learning through a review of various sites and programs. Tools for evaluation of

instructional material will be reviewed. Prerequisites: EDU 120 and EDU 232.

EDU 337 Collaboration in the Virtual Classroom 3 Credits

The use of e-learning to promote collaboration and team work in a virtual environment will be explored in this course. Opportunities for collaboration utilizing social networking and other tools will be evaluated. Students will utilize a variety of tools to experience real time learning in the virtual classroom. Prerequisites: EDU 120 and EDU 232.

EDU 338 Human Development & Learning 3 credits

Brain development as related to human development and the capacity for learning will be explored throughout this course. The neuroscience of brain development and how this information translates into education, as well as the implications of this information for maximizing learning, memory, behavior and overall functioning, are topics that will be addressed.

EDU 352 Foundations of Educational Technology 3 Credits

Strategies and ideas for the use of technology to enhance learning will be explored in this course. The latest in Web applications will be explored and evaluated for their instructional application.

EDU 356 Emerging Issues in Educational Technology 3 Credits

Strategies and ideas of including the latest in technology advancements to promote student engagement and learner success will be examined in this course. Mobil learning, the use of social media such as blogs, Facebook, etc. as well as other Web 2.0 applications will be explored and evaluated for instructional application. Prerequisites: EDU 120 and EDU 232.

EDU 358 Assessment of Student Learning 3 Credits

Students will learn to identify the differences in formative and summative evaluation data and design on-line learning scenarios to address both of these. The effectiveness of e-learning will be explored through research. The philosophy, use and development of grading rubrics for assignments will be explored. Issues of plagiarism and cheating in e-learning will also be examined. Prerequisites: EDU 120 and EDU 232.

EDU 360 Philosophy of Education 3 Credits

This course provides a sufficiently broad yet detailed exposure to the realities of teaching. The text introduces the vantage points of teaching in four main categories. Part I, the world of teachers and students. Part II, examines the structure, climate and culture of schools today. Part III, reviews the historical, philosophical, legal and financial foundations that shape our educational system. Part IV, provides opportunities to debate, explore and discuss educational issues and trends facing educators in the 21st century. The primary goals of this course are to support students by providing a comprehensive understanding of the world of teaching, by developing critical skills related to the teaching profession, and by developing a teaching philosophy.

EDU 362 Adult Learning & Instruction 3 Credits

Students will learn about the various theories and practices associated with adult learning. Various modalities of instruction will be addressed including e-learning, accelerated courses, and training sessions.

EDU 363 Education & Social Justice 3 Credits

The influences of educational policy and its' convergence with social justice will be studied in this course. Issues of race, gender, sexuality, globalism, and other multicultural issues within the study of politics and policy will be explored throughout this course.

EDU 365 Politics of American Education 3 Credits

The political dimensions of policy formation/implementation in education and the use of power to influence educational policy will be explored. Conflict resolution and the analysis of consequences and impact will be examined.

EDU 367 Elementary & Secondary School Media 3 credits

This class will explore the role of the teacher librarian and role of the library media center at three different levels of education (elementary,

middle, and high school). Students will research programs, library practices, teaching styles and management in the facilitation of a library media center.

EDU 371 Phonics-Based Reading & Decoding 3 Credits

This course provides an overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis and focus are on methods mandated by Arizona legislation. This course covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Note: Students enrolled in EDU 371 will be required to find a student to teach or instruct for this course. The student can be a child or adult, age 5 or above. The time commitment will be approximately 3 hours per week for three weeks beginning the second week of this course. There are no exceptions to this requirement. Prerequisite: EDU 372 or PSY 372.

EDU 372 Educational Psychology 3 Credits

Educational Psychology explores the theories of how people learn. Selected learning theories are analyzed from the perspective of teaching and learning. Developmental theory and environmental and social factors are explored as they interface with the learning process. Educational psychology's research is applied to the measurement, assessment, and evaluation of learning and the effectiveness and efficiency of teaching-learning interactions.

EDU 381 Curriculum & Instructional Design 3 Credits

Students will examine the pedagogy involved in designing, selecting and assessing curriculum to meet the needs of diverse learners. The basics such as how to write learning outcomes based on academic standards to selecting the research based materials and activities to support student learning, will be covered. Evaluation of student learning will be included in the course.

EDU 382 Meeting the Needs of Diverse Learners 3 Credits

Students will explore the variety of learning differences found in the classroom today including linguistically diverse students, students with mild to moderate disabilities as well as Gifted and Talented learners. Specific strategies and classroom accommodations that may be used at all levels to meet the needs of all students will be addressed. Working as a member of a collaborative team will also be covered.

EDU 411 Reading & Cognition 3 Credits

The task of learning to read is a very complex process involving the application of perceptual, sensory, linguistic, and cognitive skills to making meaning of text. Exploration of the specific cognitive functions that are applied while reading and strategies supporting reading instruction and reading comprehension skills will be addressed. The implications of digital media on reading skills will also be explored in this course.

EDU 416 Intelligence Assessment 3 Credits

This course will explore different theories of intelligence, the use of intelligence tests to create a numeric score, and the impact of family and culture on intelligence. Educational expectations and programs based on intelligence scores and cultural biases that may impact educational opportunities.

EDU 417 Cognitive Studies Capstone 3 Credits

In this capstone course, students in the Cognitive Studies degree program will demonstrate their attainment of the program learning outcomes through the completion of a project. Prerequisite: Successful completion of the General Education Capstone course.

EDU 422 Public Policy & Special Education 3 Credits

A study of the educational, legal, sociological and ethical issues that influence public policy related to the provision of special education to students with disabilities.

EDU 428 Student Achievement in Public Schools 3 Credits

This course will examine various factors influencing student achievement in public schools. Influencing factors will include

motivation theories, as well as the impact of families, teachers and schools on student success. Issues of equity and access to quality educational programs will be considered.

EDU 431 Advanced Instructional Design 3 Credits

Students will apply a systematic approach to instructional and informational design to meet specific identified learner outcomes. Applying all of the steps for instructional design students will bring together the strategies and theories explored in the pre-requisite courses to a learning project. Prerequisites: EDU 120 and EDU 232.

EDU 433 Project Management for Instructional Design 3 Credits

Instructional design requires careful and thoughtful collaboration among a variety of design team members. In this course various project management tools, procedures, and methodologies will be introduced as they are applied to projects in education or training. Students will explore the relationship of time constraints, cost, scope and the nature of the project being designed. Prerequisites: EDU 120 and EDU 232.

EDU 440 Information Literacy 3 Credits

This course will provide students with hands-on experiences in strategies to access information in the 21st century, evaluate resources, and effectively use search engines to locate information. Students will learn Web 2.0 tools in a systematic way recommended by professional library associations.

EDU 441 Research & Analysis Skills 3 Credits

This course will introduce students to the theory and methods of evaluating research methods. It explores the ways in which professionals identify and frame research and evaluation questions, assess current scholarly literature on specific topics, locate and critically use primary and secondary source data, and formulate worthwhile evaluation projects. Emphasis will be placed on the research tools and processes professionals use and the role information professionals play in their development, dissemination, and use.

EDU 443 Literature for Children & Teens 3 Credits

This class will expose students to many different types of children and young adult literature, media, and resources. Students will develop material lists for different genres, explore current trends in student interests, and exhibit knowledge of library published journals.

EDU 471 Public Policy Issues in Education 3 Credits

Public policy issues in education including historical, international and political will be examined in light of current research perspectives. Current policy strategies for reforming U.S. public schools will be highlighted.

EDU 473 Divergent Perspectives in Educational Policy & Practice 3 Credits

Current issues and debates in the field of education will be investigated. Students will examine the purpose of schooling and the challenges of meeting a variety of visions for what the school system should accomplish today.

EDU 486 Educational Policy & Administration 3 Credits

This course focuses on the societal and political contexts in educational settings. Students will examine various issues that are likely to have an impact on teaching and learning in diverse educational settings. Educational policy areas considered include governance, curriculum, accountability, personnel development, and school finance.

EDU 490 Interdisciplinary Capstone 3 Credits

This is the capstone course for social science majors with a concentration in education. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on

their future. Prerequisite: Successful completion of the General Education Capstone course.

EDU 495 Library Science & Media Capstone 3 Credits

The Capstone Course is an opportunity for students to demonstrate understanding of the Library Science and Media program outcomes through the application of concepts and tools of inquiry to create learning environments, evaluate technology tools and applications for instruction and research, create learning opportunities for a variety of learners, and analyze literature materials for inclusion in specific settings and programs. Prerequisite: Successful completion of the General Education Capstone course.

EDU 496 Capstone Instructional Design 3 Credits

As the culmination of the BA in Instructional Design students throughout this course will complete a design project demonstrating their achievement of all program outcomes. Prerequisite: Successful completion of the General Education Capstone course.

EDU 497 Capstone: Education & Public Policy Development 3 Credits

The capstone course is an examination of influences affecting policy development and decision making in the education arena. It will cover policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained throughout the completion of the EPP major. Prerequisite: Successful completion of the General Education Capstone course.

EDU 498 Education Studies Capstone 3 Credits

This course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on their future. Prerequisite: Successful completion of the General Education Capstone course.

EDU 600 Introduction to Online Learning 3 Credits

This course presents an overview of the online learning environment from the instructor's point of view. It is a description of the terminology, tools, and skills needed to create a successful online learning experience. Areas addressed in this course include basic online learning concepts, the roles of the teacher and student in online learning, and the components of the online learning environment. Also covered in the course are teaching methodologies, types of blended learning, and guidelines for making the transition from the traditional classroom to the online classroom. Hardware, software, and other tools and technologies used in online learning are discussed.

EDU 601 Promoting Student Success in the Online Learning 3 Credits

This course covers the basic tools needed for student success in an online learning environment. Topics include communication, collaboration, and software skills required to succeed in online learning. Also covered are instructor and student responsibilities and expectations, as well as potential roadblocks to success. Tools and techniques for organizing, prioritizing, and completing course tasks are discussed. Finally, instructional methods for guiding students and evaluating student progress in online courses are also addressed. Prerequisite: EDU 600.

EDU 602 Assessing Knowledge & Skills in the Online Learning Environment 3 Credits

This course examines approaches that assess student knowledge and skills in the online learning environment. Directed instruction, or objectivism, is compared and contrasted with constructivist or inquiry-based learning and assessment theories. Traditional assessment

strategies are discussed as applied in directed instructional models of online learning. Nontraditional assessment approaches are explored in constructivist models, such as group products, web pages, multimedia projects, student portfolios, and student projects graded by self-report assessment instruments and rubrics. This course will focus on the use of discussions, pre- and post-testing, writing activities, graded assessments, self-grading assessments, and hands-on projects on student learning and assessment. Prerequisite: EDU 601.

EDU 603 Mathematical Thinking for Teachers 3 Credits

This course focuses on the thought processes involved in learning mathematical concepts as a base for student-centered mathematics instruction. Students will gain a strong theoretical perspective of how children learn mathematics and gain ideas and strategies for how to teach math.

EDU 605 School Media Center 3 Credits

Technology has changed the ways in which information is accessed today dramatically impacting the traditional role of the school library media center. This course will review the historic role of library instruction and the changes that need to take place to prepare students with the information acquisition skills necessary today.

EDU 607 Information Literacy in the 21st Century 3 Credits

This course will support teachers and others in thinking critically about information and media resources prevalent today. Skills will be taught that can be readily utilized with students to teach them to be critical reviewers of all materials and reference sources.

EDU 608 Children's & Young Adult Literature 3 Credits

Students will explore contemporary literature for children and young adults at the early childhood, elementary, middle and high school levels. The ability to select and evaluate quality literature for children and youth, and the skills necessary to plan and integrate literature into a K-12 program will be addressed.

EDU 609 Online Teaching Internship 3 Credits

Learners will have the opportunity to demonstrate professional skills and knowledge in meeting the unique needs of online learners by using a Learning Management System (LMS) to develop their own online course. Learners will create engaging content and activities that reflect best practices for promoting critical thinking, student retention, and ensuring a robust community environment in the online classroom. Learners will use a professional online course evaluation instrument to rate their courses and those of their peers to inform the improvement and finalization of a quality online course. Prerequisite: EDU 602.

EDU 610 Introduction to Teaching & Learning with Technology 3 Credits

The tremendous growth of technology has had an enormous impact on academics, and knowledge acquired has perpetually altered the dynamics of teaching. However, pedagogical preparations for the use of the new learning technologies requires an understanding of their worth in the context of historical implications, philosophical foundations, educational psychology, and learning theories.

EDU 613 Technology Issues in Instruction 3 Credits

The focus will be on issues related to the use of technology in learning including equity, access, technology literacy, plagiarism, the effective use of games and simulations, and the trend toward e-learning. Students will evaluate various examples of technology-based instruction for instructional quality as well as relevance to the classroom and training environment. Course assignments will include participation in discussions, evaluation of courseware, online journal articles and other web sites, and individual reviews of relevant literature.

EDU 615 Leading the Change Process in Curriculum & Instruction 3 Credits

The course will explore the role of the change agent in the identification, planning, implementation, and assessment of change initiatives for improved achievement. The impact of change on the individual, course, program, and system level will be studied. Research-

based standards for successful leadership will be identified and applied as students examine the impact of administration and management on teaching and learning.

EDU 616 Methods & Materials for Teaching & Learning With Technology 3 Credits

This course focuses on the application of technology to enhance instruction. Students will be exposed to the courseware, software applications, and technologies used in instructional technology and discuss ways they can be used effectively. Course assignments and projects require the use of productivity tools, presentation tools, digital imaging, Internet Websites, and online learning platform technologies. Teaching style with technology-based instruction will be explored. Various software and hardware tools will be utilized to enhance presentations, strengthen professional productivity, and encourage critical thinking skills of learners.

EDU 617 School, Family & Community Partnerships 3 Credits

Parent and community involvement is a crucial element to school success. Promoting the social, emotional and academic skills necessary for student success in the 21st century requires a team effort of collaboration with schools, families and the community. Students in this course will explore strategies and research for engaging partners in the ongoing education of children in the community.

EDU 618 Assessment of Learning Outcomes With Technology 3 Credits

Learner-centered principles are used in this course to present a multidimensional approach to assessing learner outcomes. Technology is utilized to integrate fundamental statistics, learning system designs, and learner characteristics into the assessment of outcomes.

EDU 619 Technology for Mathematics Education 3 Credits

Students will investigate and evaluate technology that supports user interactivity and mastery of mathematical concepts in grades Pre-K through middle school in this course. Alignment to mathematical standards and recommendations from The National Council of Teachers of Mathematics (NCTM) will be explored as a part of the evaluation of materials. Assessment and differentiation of instruction and student learning will also be addressed.

EDU 620 Meeting Individual Student Needs With Technology 3 Credits

This course fosters awareness of individual learner characteristics that impede successful achievement. Milder forms of learning disabilities, emotional disorders, and dysfunctional social conditions that are prevalent in typical instructional situations are evaluated. Alternative pedagogies utilizing computer technology applications to alleviate such barriers are explored. Prerequisite: EDU 673.

EDU 622 Development of Interactive Learning Modules 3 Credits

The focus in this course is the development of resources to be used for instruction. Using the information gathered from previous courses, the student creates a project that engages learners in interactive activities. The activities in this course will utilize technology as a tool to enhance pedagogical practices. The performance outcomes of these activities must promote both creative and complex thinking skills.

EDU 623 Introduction to Teaching & Learning 3 Credits

This course is designed to introduce the student to the Master of Arts in Education Program. Students will engage in self-assessment and reflection focused on the philosophy of serving the needs of all students within the context of the community. (Equivalent to EDU 650.)

EDU 625 Managing the Instructional Environment 3 Credits

In this course the student identifies and explores the internal and external factors that serve to challenge teachers and trainers in instructional environments. Logistical and behavioral components of creating an engaging learning environment are explored. Individual and group dynamics with the integration of technology are evaluated.

EDU 626 Research Design & Methodology 3 Credits

In this course the student accesses sources of educational information, evaluates research evidence, studies various types of educational resources, and applies research to the instructional setting. The focus of this course is research on issues in educational technology and the use of technology tools for making data-driven decisions using both quantitative and qualitative methods. (Equivalent to EDU 671.)

EDU 627 Culturally Responsive Learning Environments 3 Credits

This course will explore how cultural influences affect learning. Research-based teaching strategies for diverse populations will be examined. The challenges impacting the teaching and learning within diverse environments will be explored. A learning plan will be developed reflective of considerations to diverse cultural needs.

EDU 629 Linguistically & Culturally Diverse Learners 3 Credits

This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implication for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined.

EDU 631 Politics, Policy-Making & Political Action in Education 3 Credits

This course is designed to prepare learners with the ability to compare and contrast roles of various stakeholder groups in the making of public education policy. Additionally, learners will be able to make informed predictions about the educational policy based on historical and contemporary landmark cases. Learners completing this course will be able to evaluate the influences special interest groups have in shaping individual and group power within educational institutions and create an informed position on a topic of personal interest in the field of education.

EDU 633 Educational Policy Formation 3 Credits

This course is designed to focus on theories and models of policy-making process, including pluralism, elitism, systems analysis, structuralism, and state autonomy models. The course examines how different theories view the roles of political leadership, institutions, interest groups, academics experts, and external influences in the policy-making process. The course examines how different factors influence policy outcomes and processes at various stages of the development process. The course provides students with analytical tools to understand variations in the policy-making process and the opportunity to develop their own applications.

EDU 635 Community & Youth Development 3 Credits

This course will support teachers and others with the development of practical strategies and tools to support community-wide efforts to strengthen and support youth today. Advocacy for youth development as well as strategies to support youth from a wide range of backgrounds will be addressed.

EDU 637 Planning, Implementing & Assessing Instruction for Diverse Learners 3 Credits

This course is designed to develop and assess appropriate instruction and programs for diverse learners. Students will explore the relationships between first and second language proficiency in identifying the cultural influences on learning. Effective instruction and program development will be explored in assessing culturally responsive education.

EDU 638 Intercultural Communications & Global Learning 3 Credits

This course explores communication styles within a culturally diverse environment. Students will examine the effects of oral and nonverbal communication styles. Personal and social barriers within diverse settings will be explored. Students will develop and evaluate a plan to lead efforts in promoting cultural awareness within a work setting. An optional international visit will be offered based upon availability.

EDU 639 Human Relationships & Learning in the Multicultural Environment 3 Credits

Students will explore and experience the impact of interpersonal communication concepts and skills upon the creation and maintenance of positive human relationships. The student will develop a knowledge base of selected cultural groups to acquire the competency to identify basic cultural modalities that have an effect upon the teaching and learning processes. Students will demonstrate the integration of the course content to their own personal values and teaching styles. The student will also demonstrate application of human relationship skills to the educational setting and the community. Prerequisite: EDU 650.

EDU 642 Understanding & Teaching English Language 3 Credits

In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied.

EDU 643 Methods, Materials & Technology for Learning a Second Language 3 Credits

Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning.

EDU 644 Child & Family Welfare 3 Credits

This course will examine public policies in place to support children and families in at-risk situations. A focus on the services and programs offered to support families and children as well as the development of protective factors in families will be offered in this course.

EDU 645 Learning & Assessment for the 21st Century 3 Credits

Supporting the measurement of 21st Century Thinking Skills requires assessments that appropriately measure student skills and content knowledge. Such assessments must be meaningful, relevant and supportive of long-term success in the 21st century and be used to monitor student progress, driving instructional decisions to meet the needs of all learners. Using real-world applications, students of EDU 645 will learn how student learning is enhanced through instructional & curricular rigor and alignment of formative and summative assessments. Further, how student measurement data can be used to monitor student progress and make instructional decisions will be explored. (Equivalent to EDU 618.) Prerequisite: EDU 673.

EDU 646 Algebra Instruction for Elementary & Middle School Teachers 3 Credits

Today's teachers must be prepared to teach students more than memorization of rules and procedures to solve equations. This course will prepare teachers to teach the process standards of problem solving, communication, reasoning and proof, connections and representations as outlined by the National Council of Teachers of Mathematics (NCTM).

EDU 647 Families, Communities & Diversity 3 Credits

This course will focus on establishing relationships and partnerships within families and community of diverse cultures. Specific strategies in developing programs promoting cultural competence within families and communities will be explored. Students will analyze available family and community resources within their community in promoting and supporting cultural diversity.

EDU 648 Teaching & Learning with Technology 3 Credits

This first course is an overview of the field of educational technology including instructional design, influence of learning theory on technology application as well as the various technologies available and their application to learning.

EDU 649 Technologies for Teaching & Learning 3 Credits

This course focuses on identifying appropriate technologies for teaching and learning. Special attention will be directed in analyzing teaching and learning styles. Identifying and evaluating technologies to meet

individual needs will be explored in both educational and corporate environments.

EDU 650 Teaching, Learning & Leading in the 21st Century **3 Credits**

This course is designed give students a real world perspective into the what it is like to teach, learn, and lead in the 21st century classroom. This course provides an opportunity for students to experience the world of the classroom and analyze the range of perspectives and topics that impact being a successful teacher, learner, and leader in the 21st century. The course will bring together a unique set of 'voices' from the field, to explore the contemporary nature of what it is like to teach in today's changing schools while focusing on identifying innovations that can develop students' capacity to be agents of innovation, collaboration, and creativity. (Equivalent to EDU 623.)

EDU 651 Collaboration & Learning in a Virtual Environment **3 Credits**

Students will explore teaching and learning in virtual worlds. Project-based design, facilitation, and evaluation of instruction, research, and other resources will be examined. The use of online collaboration for student learning and effective uses of various technologies for social networking will be explored.

EDU 652 Instructional Design & Delivery **3 Credits**

This course covers various elements of the instructional design process including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, and evaluation instruments. Students are expected to learn how to plan, develop, evaluate, and manage the design of effective instructional materials.

EDU 653 Teaching in Higher Education **3 Credits**

The course will examine education theories, methods, and strategies for the improvement of instruction in higher education. Emphasis will be placed on the unique challenges of teaching in a changing environment in higher education. Students will explore factors that affect adult learning and the organizational cultures that promote or inhibit learning.

EDU 654 Student Development in Higher Education **3 Credits**

The course will examine student development theories from a socio-cultural and psychological developmental perspective. Factors affecting the teaching and learning related to the college environment will be analyzed. Theories of student development and their applications in student affair programs, services, and activities will be reviewed.

EDU 655 Trends & Issues in Instructional Design & Technology for On-line Learning **3 Credits**

Students gain the necessary skills and knowledge to design effective instructional materials for use in an on-line learning environment. Powerful innovations that may redefine teaching and learning practices will be explored throughout the course.

EDU 656 Technology Solutions for Just in Time Training & Learning **3 Credits**

This course will allow students to develop an understanding of the planning for and application of technology for training that meets institutional and organizational needs. Students will utilize technology to effectively develop a request for proposal plan for training utilizing technology to inform, motivate, and prepare learners.

EDU 657 History & Philosophy of American Higher Education **3 Credits**

The course will provide an overview of the historical development and cultural backgrounds of higher education in America. Emphasis will be placed on the major themes and developments in American higher education including the ideologies, people, cultures, and movements that have particularly influenced those developments. Current issues and trends in higher education will be explored.

EDU 658 Instructional Leadership **3 Credits**

This course focuses on leadership in the educational or corporate environment to bring about change required to meet learning and

training needs. Students will evaluate their personal leadership in their professional environment. Leadership tools to provide increased learning opportunities will be used to design learning experiences and evaluate results.

EDU 659 Testing & Assessment for English Language Learners **3 Credits**

Various tools and methodologies for assessing English proficiency in speaking, listening, reading and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design.

EDU 660 Tests & Measurements **3 Credits**

This course will explore the selection and use of tests and measurements for individuals planning a career in school and non-school settings. Technical skills will be examined for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests such as ability, intelligence, achievement, personality, family, and behavioral.

EDU 661 Data Analyses & Decision-Making **3 Credits**

This course is designed to focus on technology for the administration and scoring of assessment. The strengths and limitations of technology applications to assessment will be examined.

EDU 662 Curriculum & Assessment in Higher Education **3 Credits**

The course will study the relationships between planning and student learning at course, program, and institutional levels. Modes of curriculum design, development and change in higher education will be presented. Emphasis will be placed on examining curricular leadership and assessment strategies.

EDU 663 Assessment & Public Policy **3 Credits**

This course provides the foundations and history of program assessment, accountability, and quality assurance to the governance, funding, and purposes of assessment and measurements. Implementation and reporting of assessment data to multiple audiences will be explored. The course will examine the roles of program evaluators in improving performance and achievement.

EDU 664 Teaching Mathematics & Science through Literature **3 Credits**

Teachers today are being called upon to integrate the various content areas across the curriculum to allow for real-life connections and application of various skills. This course will explore research supporting curriculum integration with a specific focus on the integration of literature for teaching math and science concepts. Students will explore units of study that address content standards in math and science utilizing children's literature.

EDU 665 Performance Assessments **3 Credits**

This course is designed to examine the design, development, and implementation of performance-based assessment. Task analysis and design, scoring schema, and assessment delivery are covered through critique and practice.

EDU 667 Reading Instruction & Early Intervention **3 Credits**

Reviews of various research based reading programs will be examined critically. Evaluation will be based on cost, alignment to standards, and research in regard to program effectiveness. Intervention programs for struggling readers and their role in a traditional school setting will be explored.

EDU 668 Reading Comprehension Across the Curriculum **3 Credits**

This course will support teachers and others in working with students to improve reading comprehension across all areas of the curriculum. Research investigations into the brain activity required for reading comprehension will be reviewed. Specific strategies for addressing reading comprehension difficulty will be explored.

EDU 669 The Reading, Writing Connection 3 Credits

This course will emphasize the connection of reading and writing with a focus on the content areas. Students will be exposed to a variety of approaches including vocabulary techniques, comprehension strategies, and study techniques to use with learners. Issues of assessment, motivation, and cultural as well as linguistic diversity will also be addressed.

EDU 671 Fundamentals of Educational Research 3 Credits

This educational research course is designed to teach students how to use digital sources to locate and evaluate research articles and apply that information in a learning environment. Students will also consider ethical aspects of research. Finally, students will evaluate and propose ways to become change agents by effectively applying action research principles to real world educational problems and issues. (Equivalent to EDU 626.) Prerequisite: EDU 620 or EDU 652.

EDU 673 Instructional Strategies for Differentiated Teaching & Learning 3 Credits

During this course, students will learn about and use evidence-based differentiated strategies and materials to meet diverse academic instruction that incorporate the progressive needs of 21st century learners using student's cultural schemata (i.e., personal experiences, cultural/language norms and family belief systems). Instruction will align with the Common Core State Standards and alternative assessment methods to provide a rich inquiry of learning styles while applying strategies that promote critical thinking and incorporate digital tools and resources. Prerequisite: EDU 650.

EDU 674 Foundations & Trends in Curriculum & Instruction 3 Credits

The course will provide an overview of the foundational pieces necessary for effective design and delivery of curriculum and instruction. Current trends will be compared and contrasted with brain-based research from the field. Emphasis will be placed on processes and procedures for developing both an engaging curriculum and a caring and responsive learning environment.

EDU 675 Change Leadership for the Differentiated Educational Environment 3 Credits

Change Leadership for the Differentiated Educational Environment is designed to ensure that students demonstrate mastery of the MAED program learning outcomes through the continuation of the capstone project. Change Leadership for the Differentiated Educational Environment bridges the learning activities between EDU 671 Fundamentals of Educational Research and EDU 695 MAED Capstone. This course experience is designed to ensure that students continue their exploration of action research principles in which they will seek out and solve an organizational problem within their area of concentration. Topics in this course will be related to implementing change in an organization, evaluating the impact of the applied intervention, communicating outcomes, collaboration, and 21st century leadership practices. Prerequisite: EDU 671.

EDU 676 Curriculum & Instruction Design for Increased Achievement 3 Credits

The course will teach a backward design model for curriculum and instruction that emphasizes clear targets and goals for increased achievement. Curriculum integration and mapping techniques will be examined and implemented as students model the power of collaborative planning and individual reflection. A variety of delivery models will be explored.

EDU 677 Monitoring & Evaluating Curriculum & Instruction through Systems Thinking 3 Credits

The course will define and apply the concepts of differentiated instruction and systems thinking in the development of curriculum and instruction. Processes and procedures for monitoring and evaluating programs will lead to an understanding of the complexity of an effective change process for increased achievement.

EDU 678 Seminar in Curriculum & Instruction for Diverse Needs 3 Credits

The course will simulate the real-world role of the change agent in successful implementation of curriculum and instruction for improved teaching and learning. Students will identify a need, develop an action plan, implement the steps of the plan, and evaluate both individual and organizational achievement that results. Prerequisite: Completion of the previous four Curriculum & Instruction courses or instructor approval.

EDU 679 Technology Solutions for Organizational Improvement 3 Credits

In this course, students will examine theories, organizational learning outcomes, and models of assessment and evaluation that lead to institutional improvement and effectiveness in the use of technology. Students will follow a logic model to conduct a program evaluation and develop a proposal for organizational improvement.

EDU 684 Shared Vision of Learning 3 Credits

Students will learn how to develop a shared vision of student achievement and integrate it into the school plan. By developing and articulating a belief system and shared vision of teaching and learning, students will learn how to link improved teaching strategies to school-wide and district-wide instructional priorities. From this initial building of a shared vision, students will develop a theory of action directed at getting to the shared vision by ensuring that relevant student data are available and examined regularly. Students will learn and apply strategies for guiding, motivating, delegating and building consensus among diverse constituencies in the school and community. The reality is that school leaders must encounter multiple voices in the community and as such, they need to ensure that those voices are part of the consensus building for shared visions of schooling.

EDU 686 Educational Policy & Administration 3 Credits

This course focuses on the societal and political contexts in educational settings. Students will examine various issues that are likely to have an impact on teaching and learning in a diverse educational setting. Education policy areas considered include governance, curriculum, accountability, personnel development, and school finance.

EDU 687 Building a Learning-Centered Culture 3 Credits

This course is designed to provide an opportunity for participants to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth in a standards-based system of learning. In this course students will develop an understanding of the rationale for and the components of standards based curriculum and instruction and how they link to students' learning needs. Students will learn to apply student data to determine policy decisions and leadership actions to improve the instructional program. They will learn to apply site-based teacher-practice data to determine leadership actions to drive professional development and identify student support systems that result in increased student performance. Students will also explore research on diverse learning styles and differentiating instruction for all learners. It is in this course that students learn the power of a system-based approach that builds coherence through a standards-based curriculum and instruction; supervision that supports differentiated instruction in support of accelerating student learning, and the development, implementation, and evaluation of professional development that supports standards-based curriculum and instruction. Prerequisite: EDU 684.

EDU 688 Organizational Management for Student Learning 3 Credits

Students are introduced to safe school environments, data-driven decision-making strategies, practice using various assessment tools and monitoring systems for teaching and learning, and learn district, state, and federal accountability systems. Students will gain an understanding of the legal policies pertaining to classified and certificated personnel. Students will also continue to apply a system-based approach that builds coherence through the alignment of fiscal, human, and material

resources to support the learning of all sub-groups of students.
Prerequisite: EDU 687.

EDU 689 Personal Ethics & Leadership Capacity 3 Credits

This course develops students' ability to model integrity and justice while learning and applying a variety of decision-making and problem-solving strategies. In this course, students will write a personal code of ethics that includes their moral purpose and belief system for the improvement of teaching and learning. Students will also address issues of equity such as race, language, religions, and sexual harassment. Students will learn ways to inspire and motivate others, and to effectively communicate shared decision-making outcomes to stakeholders. Students will continue to build understanding around the leadership practices that create a learning-centered and trustworthy school community that provides high levels of learning for all students. Prerequisite: EDU 688.

EDU 690 Electronic Summative Portfolio 3 Credits

Using LiveText software, students will begin to create an electronic, professional, portfolio that documents personal and professional growth. Artifacts that parallel INTASC standards will be required for classroom teachers. Corporate trainers will focus on skill-based instruction and outcomes in accordance with the NETS-T standards. This will be an ongoing project through the remainder of the courses within this program and will be finalized in EDU 697.

EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making 3 Credits

This course provides rich opportunities for participants to learn how culture, creativity, and innovation impact teaching and student learning in the 21st century. Participants will adopt a global perspective of teaching and learning to understand how the infusion of 21st century skills impacts curriculum and prepares learners for the challenges associated with living and working in the 21st century. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional practices to support the learning of 21st century skills. Prerequisite: EDU 650.

EDU 695 MAED Capstone 3 Credits

The Capstone is a course in which students will demonstrate their attainment of the program outcomes through a spiraled process of skill demonstration including reflection, application, and evaluation. First, students will reflect on patterns in academic work as well as design and development challenges associated with previous course work so as to take control of one's professional growth and become a more self-directed learner. Next, students apply the framework of 21st Century teaching and learning to redesign prior MAED activities and then evaluate how 21st Century skills influence program learning outcomes. Last, students will use digital tools to showcase their scholarly artifacts through the creation of a digital portfolio for both course, and professionally related purposes. Prerequisite: EDU 675.

EDU 697 MATLT Capstone: A Project Approach 3 Credits

This Capstone course requires students to synthesize their skills and knowledge acquired throughout the MATLT program. The Capstone project must present a practical application that is appropriate for a professional environment in the students' chosen field of work, be appropriate for inclusion in a professional portfolio, and incorporate a relevant problem or issue that can be supported through formal research. Furthermore, the project should demonstrate significant content across the spectrum of MATLT courses and promote the accomplishment of professional and personal goals. In addition, students will create a professional brochure highlighting their skills, strengths, and educational preparation.

ELL English Language Learner

ELL 240 Linguistically & Culturally Diverse Learners 3 Credits

This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implication for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined. This course may have a travel abroad component. F

ELL 242 Understanding & Teaching English Language 3 Credits

In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied. F

ELL 351 Listening & Speaking in a Second Language 3 Credits

The stages of language development as well as ideas and strategies to enhance oral language learning and acquisition in the classroom will be applied in this course. Theories and methods of teaching language as communication in oral and aural modes will also be applied.

ELL 353 Reading & Writing in a Second Language 3 Credits

The relationship between first and second language comprehension as well as the reading comprehension and writing connection will be explored in this course. The use of differentiated literacy instruction for English Language Learners will be the central focus.

ELL 354 Grammar in a Second Language 3 Credits

This course will provide students with foundational knowledge of how and why English grammar is necessary for teaching the four language skills, and recognizing and correcting student errors. This course provides students with an overview of English grammar and strategies for implementing grammar instruction. Students will critique lesson plans in terms of best practices, and create their own lesson plans for specific student populations by applying their knowledge of English grammar and language pedagogy.

ELL 355 Methods, Materials, & Technology for Learning a Second Language 3 Credits

Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning. S

ELL 357 English Language Teaching & Adult Learners 3 Credits

Theory and methodology applicable to English language instruction are integrated in the context of working with adults. Materials and methods suitable for working with adult English learners will be explored and evaluated in this course.

ELL 359 Contemporary Issues in English Language Instruction 3 Credits

Historical influences on instructional design in second language education will be explored. National and state standards for all learners and the implication for ELL instruction will be analyzed. Dual language instruction, bilingual education, and the politics of this as contrasted to English Language immersion programs will also be examined.

ELL 361 Language Learning in a Global Context 3 Credits

This course introduces students to the issues surrounding second language learning around the world. Emphasis will be given to educational, civic, business, governmental, and cultural issues.

ELL 420 Testing & Assessment for ELL Students 3 Credits

Various tools and methodologies for assessing English proficiency in speaking, listening, reading and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design.

ELL 497 English Language Learner Studies Capstone 3 Credits

This is the capstone course for the English Language Learner Studies major, to be taken at the completion of the major courses. This course

provides students with the opportunity to integrate and apply their learning from the course of study for English Language Learners studies in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the Teachers of English to Other Language Speakers (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon language development research, and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

ENG English

ENG 121 English Composition I 3 Credits

This course is designed to enable students to develop competence in analyzing, organizing, and developing ideas; to locate and use library resources for supporting ideas; and to adapt one's writing to various audiences. Instruction and practice in writing and critical reading is a focus in this course.

ENG 122 English Composition II 3 Credits

This course provides instruction and practice in writing effective expository and persuasive essays. The techniques for doing research and writing research papers are explored. Attention is given to the development of library research skills. Prerequisite: Successful completion of ENG 121 or equivalent with a grade of "C-" or better.

ENG 125 Introduction to Literature 3 Credits

This course is an introduction to the basic elements of fiction, poetry, and drama. Emphasis is on reading literature to perceive the techniques used in each genre, to understand the basic theoretical approaches to literature, to acquire the vocabulary associated with literary criticism, and to analyze and evaluate literature.

ENG 201 American Literature to 1865 3 Credits

This course will examine American literature from early colonization through 1865, including texts from the colonial, revolutionary, and antebellum periods. The focus will be upon literary analysis and literary movements contextualized by American history and culture.

ENG 202 American Literature After 1865 3 Credits

This course will examine American literature focusing on a selection of works published between 1865 and the present. We will explore the impact of social and cultural transformations on our national literature working through literary movements and paying close attention to the development of ideas about gender, race, region and nation as expressed in fiction, poetry, and drama.

ENG 225 Introduction to Film 3 Credits

This course is designed to help students understand and appreciate movies and film more completely. The course examines the ways in which movies and films are shot, tell stories, develop characters, and depict physical reality. Classes consist of critique and analysis of movies and films.

ENG 315 Business & Professional Writing 3 Credits

Instruction in the planning, organization, construction, style, and tone of several forms of business and professional correspondence: letters, interoffice communication, resumes, and formal reports. A review of grammar, punctuation, and usage is incorporated into the course. Prerequisites: ENG 122 and junior standing or permission of the instructor.

ENG 317 International Voices 3 Credits

An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interview, and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisites: Fulfillment of English Proficiency requirement.

ENG 318 Creative Writing 3 Credits

This course provides writing experiences in fiction, nonfiction and poetry for students who have a strong interest in creative expression and have some experience in writing in one of these genres. Various aspects of the imaginative process are explored with separate application made to the genres of fiction, nonfiction, and poetry. Students write in each genre, participate in workshops with instructors, join with instructors and writing practitioners in critiquing colleagues' work, and make presentations of their own work.

ENG 321 Introductory Linguistics 3 Credits

This course provides students with an introduction to the principles and methods of linguistic theory. Basic concepts included are phonology, morphology, syntax, and semantics. The developmental stages of language acquisition and the variations of dialect and style observed in spoken and written English are also examined. Students practice applying linguistic theory to explain language-related phenomena encountered in everyday life.

ENG 325 Intermediate Composition 3 Credits

Intermediate Composition is designed for students who have some experience with college-level writing but want to develop their ability to write. The goal of this course is to help students learn techniques for writing effective narrative, reflective, analytical, and research essays. These techniques include the effective use of specific details to engage and persuade readers, methods of organization that enable readers to follow a line of thinking, and strategies for editing sentences for clarity and conciseness. Prerequisites: ENG 121 and ENG 122 or equivalents.

ENG 328 Scientific & Technical Writing 3 Credits

Students will develop the skills necessary for writing about scientific, environmental, medical, and technological topics. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Prerequisites: ENG 122 and fulfillment of the General Education Science requirement.

ENG 341 Studies in Literary Genres 3 Credits

This course will introduce students to literary genres such as poetry, short fiction, creative non-fiction, drama, and the novel. Students will read, analyze, and write critically about representative selections in the various genres.

ENG 345 British Literature I 3 Credits

This course examines writing by representative British authors in various genres from the Anglo-Saxon period through the mid-eighteenth century.

ENG 346 British Literature II 3 Credits

This course provides a survey of writing by representative British authors in various genres from the Romantic Period to the present.

ENG 350 London Theatre Tour 1 Credit

The course is designed to enable students to appreciate and experience theater in London. Prerequisite: ENG 125 or permission of the instructor.

ENG 353 Evolution & History of the English Language 3 Credit

Where did English come from, how has it evolved into the language that is used today, and why does American English behave differently than, for example, the English spoken in Ireland? Also, in what ways are different languages distinct, and how are they similar? Students will trace the historical origins and influences of the transformation of the English language. Students will also explore the major theories of the evolution of language.

ENG 380 Literary Research 3 Credits

This course is designed to teach the techniques for conducting literary research. Students will focus on particular authors while focusing on the essential skills of literary research. In addition to short critical essays, students will produce a major research paper.

ENG 438 Literary Theory**3 Credits**

This course is designed to provide students with the knowledge, skills, and tools to develop an understanding the nature of literature, what functions it has, what the relation of the text is to the author, the reader, to language, to society and to history.

ENG 497 English Capstone**3 Credits**

Students will demonstrate mastery of the concepts and methodology in the major by producing a final project that includes extensive research into the selected topic. Prerequisite: Successful completion of the General Education Capstone course.

ENV Environmental Studies**ENV 230 Concepts of Sustainability****3 Credits**

This course is designed to provide a sound understanding of the ecological, technological, economic, political, and ethical dimensions of environmental sustainability. Through the study of selected incidents and current projects, students will examine food systems, transportation, energy, urbanization, rainforests and global climate change, and defend a position in sustainability.

ENV 300 Environmental Biology**3 Credits**

A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisite: An introductory biology course or SCI 207.

ENV 322 Energy & Environmental Systems**3 Credits**

This course is designed to provide knowledge relative to the relationship between energy consumption, energy generation, their related externalities, and conservation in the context of diminishing reserves of fossil fuels and increasing availability of renewable resources. Students will defend a position related to a particular energy source and its effect on the environment.

ENV 325 Environmental Management**3 Credits**

This course examines the issues in the urban environment and the interactions between theory and policy relating to urbanization, industrialization and the impact of population growth on the environment.

ENV 330 Environmental Ethics**3 Credits**

This course is a study of the ethical dimensions of selected contemporary environmental controversies. Students will examine the major theoretical approaches to environmental ethics, value systems, and specific issues including biodiversity and wilderness preservation.

ENV 333 Environmental Impact**3 Credits**

Following the guidelines set by the National Environmental Policy Act (NEPA) and its subsequent modifications, students will learn the fundamental methods of analysis required for conducting a robust Environment Impact Statement (EIS). Students will learn the fundamental elements of an EIS through the examination of contemporary cases.

ENV 345 Business & the Environment**3 Credits**

An environmental economics approach is used to illustrate the impact of the firm on the environment and environmental policy on the firm. Cost-benefits analysis is developed in student-driven research projects.

ENV 495 Environmental Research**3 Credits**

This course introduces students to the various stages in the environmental research process. Course design focuses intensely on scientific journal article construction as well as research design, data collection, and statistical analysis.

ENV 497 Environmental Studies Capstone**3 Credits**

Students will utilize knowledge gained throughout the program to construct a final Capstone Project focused on the design and

implementation of a sustainable community. This Project will allow students to display content area knowledge over all completed courses.

ESE Education Special Ed**ESE 315 Survey of Exceptional Students****3 Credits**

An investigation into the knowledge, skills, attitudes, and behaviors needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of students that special educators are likely to come into contact with. Students will examine the issues of providing services to identified individuals within and outside school settings.

ESE 370 Learning & the Brain**3 Credits**

Teaching and learning issues within a cognitive processes context are explored. This course covers the study of emotion, memory, and recall as well as early brain development and its relationship to learning.

ESE 631 Survey of the Exceptional Child**3 Credits**

This course provides an introduction to the education of students with diverse learning abilities and styles, including children with mental retardation, physical disabilities, learning disabilities, those identified as gifted and talented, and those diagnosed as having attention deficit disorder. These and other disabilities and special abilities are explored with a focus on the identification of individual differences in development and learning, and risk factors associated with exceptionalities. Developmental variations and patterns of these exceptionalities are examined along with the educational support strategies, the effects on the family and the rights of children.

ESE 633 Collaborative Relationships & Transition**3 Credits**

This course focuses on effective education-based collaboration strategies for special educators who have multiple roles and serve numerous functions when designing and implementing developmentally appropriate and challenging learning experiences for students with a disability. As the special educator job is multifaceted, additional focus is on formulating a team-centered framework that provides academic support for various service delivery models. Additionally, candidates will learn how to effectively collaborate through verbal, written, and digital communication with collaborative transition team members who enable students to meet 21st century standards post-high school completion. Prerequisite: ESE 631.

ESE 691 Behavior Management in the Classroom**3 Credits**

This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures. Designed to provide the teacher practical "how to" skills in classroom management, modification of behavior, and other management skills directed toward establishing an environment of learning. Prerequisite: ESE 631.

ESE 697 Characteristics of Students with Mild & Moderate Disabilities & Evidenced-Based Strategies for Instruction**3 Credits**

This course investigates the characteristics of students with mild and moderate, high-incidence disabilities (LD, EBD, ID), as well as the most effective strategies for teaching students with these disabilities. The central focus of the course is to design quality instruction to meet the needs of a range of learners in an inclusive classroom, as well as to leverage effective approaches and strategies to teaching and assessing students with disabilities. Prerequisite: ESE 631. (Equivalent to ESE 695.)

EXP Freshman Experience**EXP 105 Personal Dimensions of Education****3 Credits**

This course is designed to help adult learners beginning their university studies to achieve academic success. Students will explore learning theories, communication strategies, and personal management skills. Adult learners will develop strategies for achieving success in school and work. Students will also be introduced to the University's

institutional outcomes and learning resources. Successful completion with a "C-" or better or equivalent is required.

EXP 200 Fundamentals of Adult Learning 3 Credits

This course presents adult and experiential learning theories and applies them to the student's life and experiences. Kolb's Model of Experiential Learning will be examined and used to analyze prior learning experiences. Students will investigate the roles of reflection and metacognition in the learning process. Guidance and practice will be given in developing an experiential essay structure that will plausibly demonstrate college-level experiential learning outcomes. The experiential essay written in the course can be submitted to the Prior Learning Assessment Center at the completion of the course for a potential of three additional credits.

GEN General Education

GEN 103 Information Literacy 3 Credits

This course will provide a foundation in information literacy skills. Students will learn distinct research methods for various types of questions as well as develop methods to evaluate resources based on authorship, authority, credibility, information type, currency, and purpose. A focus on the use and acknowledgement of resources will provide students with a ground for future ethical research. The course will emphasize the use of academic research and organization tools with a focus on applying those methods to make informed choices and think critically about various sources of information.

GEN 499 General Education Capstone 3 Credits

This course provides students with a cumulative and integrative learning experience grounded in their general education experience. Through the study of selected interdisciplinary topics and course-embedded assessments students will demonstrate mastery of essential competencies and application of different ways of knowing. Students will apply the general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. A minimum grade of "C -" is required to meet course requirements. Prerequisite: 75 credits or permission of the student's school or college dean.

GEO Geography

GEO 308 GIS Software Application 3 Credits

This course is an introduction to the Geographic Information Systems (GIS) software that is widely used to conduct spatial analysis in the areas of environmental science, business, defense and intelligence, education, government, health and human services, public safety, transportation, and utilities and communication. Students will learn the ArcGIS system and become experienced in the analysis of spatially related data and the digitized map system.

GRO Gerontology

GRO 320 Adult Development & Aging 3 Credits

This multi-disciplinary course presents views, perspectives, and research on aging and the aging process with emphasis on the life-span perspective. Current research and theory covering psychological, sociological, anatomical, physiological, and biological aspects of aging are explored.

GRO 325 Aging & Health 3 Credits

This course examines the interface between health and aging. A broad range of health concerns and issues of older persons are explored from physical, mental, and emotional perspectives.

GRO 330 Social Policy & Aging 3 Credits

This course explores the context and process for policy making impacting older adults in the United States. Topics covered include elder advocacy, retirement, inequities in access and procurement of services, employment, Social Security, Medicare, Medicaid, delivery

and regulation of health care, elder abuse, and social/community services.

GRO 338 Mental Well-Being & Aging 3 Credits

This course explores models of mental health for older adults. The content examines mental well-being in older adults from both the individual (micro level) and societal perspectives (macro level.)

GRO 410 Death & Dying 3 Credits

This multi-disciplinary course offers an overview of psychosocial aspects of death and dying. Topics include attitudes toward death, preparation for death, care of terminally ill patients, funeral issues, mourning, grief practices, suicide, and euthanasia.

GRO 440 Ethics & Legal Aspects of Aging 3 Credits

This course explores major ethical and legal issues impacting older adults and the provision of services to this population. Case studies and court decisions are incorporated throughout the course to address legal and ethical considerations/issues from social, cultural, and individual perspectives.

GRO 497 Gerontology Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of gerontology. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

HCA Health Care Administration

HCA 205 Introduction to Health Care 3 Credits

This is an introductory course that explores the historical evolution of health care in the United States, its financing sources, technology, delivery of care and the stakeholders who comprise the health care system. The structure of the health care system, including the Patient Protection and Affordable Care Act, better known as Obamacare, will be discussed along with the various components that influence health care such as legal, ethical, regulatory, and fiscal forces. Students will also explore other health care systems and examine the potential future of health care in the United States.

HCA 281 Accounting Concepts for Health Care Professionals 3 Credits

This course is designed as an applied managerial and financial accounting course, designed to provide health care decision-makers with fundamental concepts of health care accounting practices and procedures. Prerequisites: Successful completion of Mathematical and Information Technology competencies. (Cross-listed as ACC 281.)

HCA 305 The U.S. Health Care System 3 Credits

This is an introductory course that explores the historical origins, foundations, values, and resources of the U. S. Health Care System. Other national health care systems are discussed in a comparative discourse with that of the United States. Throughout the course, the health care service component is integrated with market place, legal, ethical, regulatory, and financial factors as forces influencing the continued evolution of the U.S. Health Care System and the resulting opportunities.

HCA 312 Health Care Finance 3 Credits

This course provides an introduction to health care's fundamental financing concepts. The interaction of funding resources among government agencies and the private sector in the funding of health services is explored. Political and social policies contributing to the demand for health services are discussed. Cost control strategies such as managed care, fee for service and specified contractual arrangements provide the foundation for analyzing health care financing. Health services financing and disbursement systems are presented across the domains of for-profit, non-profit, public, grant funding and managed care. Focused attention is given to discussion of government financing of health services including, Medicare, Medicaid, and specific entities

such as veterans administration and other categorical funding.
Prerequisites: HCA 281 and HCA 205 or HCA 305.

HCA 322 Health Care Ethics & Medical Law 3 Credits

This course presents the ethical and legal implications of health care administration. The unique legal aspects encountered in the provision of health services are analyzed. Concepts of access, affordability, health care interventions and human rights are interfaced with legal and ethical issues challenging the provision of health care services. Concepts of risk management, continuous quality assurance, guardianship, Institutional Review Boards, and needs of special and diverse populations provide discussion points in the course. The overlapping domains of ethics and medical law are examined. Case studies and discussion of ethical and legal precedent setting decisions are used to link theory with reality. Prerequisite: HCA 205 or HCA 305.

HCA 331 Introduction to Health Education 3 Credits

This course is a foundational course designed to provide an introduction to health education and the health education profession. Health educators are often responsible for developing and implementing health education programs that aim to improve the quality of life of individuals and communities. The roles, responsibilities, skills, settings, and professional networks of health educators will be reviewed in this course.

HCA 333 Introduction to Long-Term Care 3 Credits

This course provides an overview of the long-term service delivery continuum. Course topics include: the concept of patient-family-centered services, introduction to theories of adult development and aging, modalities of the long term care delivery system, organizational culture, introduction to regulatory agencies, financial resources, and assurance of quality.

HCA 340 Managing in Health & Human Services 3 Credits

An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing supervisory relations, managing finances program evaluation, leadership theories and teams in organizations are explored. Prerequisite: HCA 205 or HCA 305.

HCA 375 Continuous Quality Monitoring & Accreditation 3 Credits

This course provides a foundational exploration of the concepts of health care accreditation and continuous quality monitoring. The concept of quality assurance is explored from a perspective of selected accreditation, regulatory, licensing and certification programs. The interface of accreditation and reimbursement is explored. Health information systems are used in the analysis of health care accreditation, government mandates, and regulatory activities as they impact consumer outcomes. Legal implications of quality monitoring are analyzed. Social, political, professional and organizational influences upon health services delivery are explored from a perspective of demand, special populations, financing and service delivery.

HCA 415 Community & Public Health 3 Credits

This introductory course explores community and public health services in the well-being of a population. Regulatory mandates promoting public and community health are explored. The interface among community and public health services and the overall health care industry is explored. Legal and ethical imperatives emergent in public health services are discussed. Financing options are explored recognizing the role of categorical fiscal resources. Health care promotion and prevention strategies are explored in concert with the role of health care institutions and the public sector. Health information data is utilized in the planning of a community and/or public health project. Prerequisite: Successful completion of the majority of major coursework.

HCA 417 Electronic Health Records 3 Credits

This course begins with an exploration of the evolution of electronic health records (EHRs,) and then delves into the current forces driving

the adoption of electronic health records. The components of EHR's are reviewed and the core functionalities of the EHR are examined. Major consideration is given to HIPAA and confidentiality regulatory requirements in terms of EHR management. In addition, the different methods of data capture and recording of data are reviewed, as well as a comparison of contents for an inpatient versus an outpatient EHR.

HCA 421 Health Care Planning & Evaluation 3 Credits

This course utilizes health care research data, research protocols, and information systems in the planning, implementation and evaluation of health care programs meeting the health care needs of a diverse population. Historical perspectives are discussed in tandem with current health programs and future challenges. The impact of public entities in controlling the demand aspects of health services is discussed in light of regulatory legislation. Planning strategies to meet the needs of a diverse population are explored from both the public and private sector. Discussion of the efficacy and efficiencies of past and current programs provide opportunities for analysis of past and on-going service demand and client outcomes. Development of a health care model applying the concepts of reimbursement, supply and demand, contractual adjustments and patient mix in to the planning and evaluation process. Prerequisite: Successful completion of the majority of major coursework.

HCA 430 Special Populations 3 Credits

This is a topics course that explores health care services for special populations. The populations include: mental health, substance addiction, rehabilitation, geriatrics and selected specialty services. The course is problem focused emphasizing access, cost-quality issues and financing considerations. Health information data is utilized as resources for the analysis of demand, quality and cost-efficiency. Historical perspectives are presented as shaping factors influencing the present models of health services for special populations. Government mandates, categorical services, legal, ethical, and reimbursement issues are presented as driving forces in the provision of special population health services. Multidisciplinary models of special population health service models are discussed. Learners will develop a model program for a self-selected special population. Prerequisite: Successful completion of the majority of major coursework.

HCA 442 Contemporary Issues in Aging 3 Credits

This course presents significant major interdisciplinary aging issues and controversies drawn from biological sciences, medicine, nursing, psychology, sociology, gerontology, public policy, and social work. With an emphasis on critical thinking, divergent views and perspectives of aging phenomenology are explored through the reading and research of selected articles and reports covering current topical content.

HCA 444 Long-Term Care: The Consumer Perspective 3 Credits

This course examines the role and impact consumers have in long-term care decision making and provision of care. Factors and challenges influencing consumer choices are explored within the context of long-term care improvement in both institutional and community settings. Current topical issues such as customer/provider relationships and quality of care are overviewed in this course.

HCA 459 Senior Project 3 Credits

This course provides the learner a format for the integration health care concepts, exploring a self-selected health care topic. The Senior Project may be: 1) problem focused in which the learner identifies a health care problem or issue and conducts research on the topic culminating in a proposed solution; or 2) an observational research project on a self-selected health care topic. Pre- or Co-requisites: Successful completion of the General Education Capstone course and majority of major coursework.

HCA 496 Health Informatics Capstone 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health informatics. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

HCA 497 Health Care Studies Capstone **3 Credits**
In this final course students will demonstrate their mastery of program outcomes by reflecting on and synthesizing insights gained from their studies. This will take the form of a focused study of a significant trend or problem in contemporary health care. Prerequisite: Successful completion of the General Education Capstone course.

HCS Health Care Studies

HCS 208 Introduction to Nutritional Concepts **3 Credits**
This introductory course provides an overview of the basic principles of nutrition including the basic functions, needs, and sources of micro and macronutrients. Students apply nutrition principles to personal needs, as well as needs of individuals across the lifespan. Nutrition controversies are explored in addition to learning about the anatomical and physiological impacts of inadequate/improper nutrition practices and the risk for disease. Note: This course is designed for students with no previous and/or limited science background.

HCS 308 Introduction to Nutritional Concepts **3 Credits**
This introductory course provides an overview of the basic principles of nutrition including the basic functions, needs, and sources of micro and macronutrients. Students apply nutrition principles to personal needs, as well as needs of individuals across the lifespan. Nutrition controversies are explored in addition to learning about the anatomical and physiological impacts of inadequate/improper nutrition practices and the risk for disease. Note: This course is designed for students with no previous and/or limited science background.

HCS 311 Health & Wellness in Adulthood **3 Credits**
This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness in adulthood. Physical, social, intellectual, emotional occupational, spiritual, and environmental elements of health are explored within the context of a wellness lifestyle.

HCS 316 Cultural Diversity in Health & Illness **3 Credits**
This course explores the complexities and dimensions of health and illness through diverse cultural perspectives. Traditional health beliefs and practices among selected populations are presented along with the influences of social, political, and demographic changes impacting issues and perceptions of health and illness in a multi-cultural society.

HCS 321 Foundations of Complementary & Alternative Health **3 Credits**
This course introduces students to basic definitions and classifications of non-allopathic complementary and alternative health systems. Content includes the history and development of practices, practitioner nomenclature, and cultural influences of the major systems of Complementary and Alternative Medicine used today.

HCS 323 Health & Wellness Promotion Throughout the Lifespan **3 Credits**
This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle.

HCS 326 Holistic Health **3 Credits**
This course examines health in relation to living a balanced life and the synergism of mind, body, and spirit, rather than approaching its study solely from the conventional Western or allopathic perspective. Divided into three major themes, the course investigates the principles of strengthening your inner resources, developing healthy lifestyle practices, and taking charge of challenges to the body, mind, and spirit.

HCS 334 Personal Fitness & Wellness for Optimal Living **3 Credits**
Students will compare their own physical activity habits to national guidelines and explore the benefits of physical activity as well as the

consequences of physical inactivity. Written assignments, case studies, and discussion forums provide students with an opportunity to design exercise and wellness plans for themselves and potential clients. Prerequisite: HCS 323.

HCS 338 Integrative Health **3 Credits**
This course explores the use, integration, and applications of holistic health practices in promoting wellness and managing health challenges. Elements of different health systems are presented with a person – centered approach to health care and wellness promotion. Clinically proven complementary and alternative practice modalities are studied that encompass the mind, body, and spiritual aspects of health and wellness.

HCS 408 Methods of Community Health Promotion **3 Credits**
This course provides an overview of the professional scope of entry-level health educator responsibilities. Students gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics comprising the field of health education. The course content explores the theoretical and practical issues of the field of community health that enable students to identify and apply health education principles to health challenges facing individuals, groups, and communities.

HCS 412 Health Promotion Planning & Evaluation **3 Credits**
This course provides an overview of the practical and theoretical elements of health promotion program planning, implementation, and evaluation in a variety of settings. Students explore models and theories used in planning health and wellness promotion campaigns/ interventions and how findings of program evaluation can be utilized and applied.

HCS 435 Spirituality, Health, & Healing **3 Credits**
This course explores the connections between spirituality, culture, health, and healing. Students examine spiritual rituals and practices from multi-cultural perspectives, in addition to examining elements of spiritual care in a variety of health settings and contexts.

HCS 445 Statistics for Health Sciences **3 Credits**
This course provides a practical introduction to statistical methods used in a variety of health research. Topics include descriptive statistics, the standard normal distribution, z-scores, t-tests, ANOVA, correlation, regression, and non-parametric tests. Students perform statistical analyses of health data and interpret results. Prerequisite: Fulfillment of the General Education Mathematical competency.

HCS 495 Complementary & Alternative Health Capstone **3 Credits**
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of complementary and alternative health. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

HCS 497 Health Education Capstone **3 Credits**
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health education. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

HCS 498 Health & Wellness Capstone **3 Credits**
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health and wellness. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

HHS Health and Human Services

HHS 201 Introduction to Human Services 3 Credits

This course introduces students to the profession of health and human services beginning with the historical evolution of the field and continuing up to modern day. A broad-based view of the purpose, preparation, and theoretical orientation of the profession is stressed including the many types and career settings of human service professions, scope of work, and duties and functions. Basic skills required by health and human service workers are reviewed, in addition to the roles of human service workers in both clinical and non-clinical settings. An introductory examination of orientations, ethics, and skills related to health and human service delivery in diverse practice settings is included.

HHS 307 Communication Skills for Health & Human Service Personnel 3 Credits

This course emphasizes theories and practice of professional communication skills within the context of health and human services. Students will examine classical approaches and new theories and research in interpersonal, and group communication. Active listening, empathy interviewing, nonverbal communication, and presentation skills are stressed. The impact of family, culture, and gender on communication is integrated through communication exercises and class projects. In this class, students will also have an opportunity to examine the practical implications of these concepts in developing their own communication skills through application of selected communication techniques and strategies.

HHS 310 Health & Human Services Culture: The Helping Relationship 3 Credits

This course examines the role and function of "helping," and helping processes as applied within the context of the health and human service profession. Helper characteristics are considered, relative to optimizing service delivery in diverse health and human service settings serving a multitude of constituents/client groups. Helping strategies and interventions, with attention to principles, methodology, practitioner skills and knowledge are overviewed. Interpretive strategies such as case study analysis, and vignette analysis are used to simulate health and human service settings.

HHS 320 Cultural Awareness in the Human Services 3 Credits

This course prepares students to understand cultural systems, and the nature of cultural identity defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age, and religion. Emphasis is placed on defining and developing skills for the culturally competent delivery of health and human services.

HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services 3 Credits

Health and human service delivery practices are discussed using contemporary issues, trends, legal aspects, and ethics in an integrated approach. Health laws, ethics, and professional conduct standards including boundary- setting and confidentiality requirements are covered. Professional roles, functions, and legal/ethical responsibilities of health and human service professionals are overviewed using standards published by selected professional organizations.

HHS 440 Technology in Health & Human Services 3 Credits

This course is a survey of the application and integration of technology within the health and human services sector. Informatics issues such as privacy, access, and security are presented. Legal ramifications, professional ethics, and maintaining confidentiality of the client are explored within the emerging technological context.

HHS 460 Research Methods in Health & Human Services 3 Credits

This course is a survey course encompassing the application of research methodology. It prepares students to critically evaluate published research. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Although key statistical

concepts are covered, the focus of the course is helping students gain a conceptual understanding of the components of sound research, and to understand the steps and procedures involved in ethical research of the content area.

HHS 497 Health & Human Services Capstone 3 Credits

In this final course, students will reflect upon and synthesize the major insights gained in their study of Health and Human Services. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout their program. The focus is on a strategic health and human services topic that is directly related to access and delivery of services to a selected client group. Prerequisite: Successful completion of the General Education Capstone course.

HIM Health Information Management

HIM 105 Medical Terminology 3 Credits

This course is the study of medical language and includes the building blocks of prefixes, suffixes and root words, definitions, pronunciations, basic medical terms, and common laboratory tests, diagnostic tests and procedures by body system.

HIM 205 Anatomy and Physiology for HIM I 4 Credits

This course is part one of a two-part course that is the study of anatomy, the structure of the body and how the body is organized and physiology, the function and vital processes of the various structures making up the human body. This course includes an overview of the human body, basic chemistry of the body, cell and tissue structures, integumentary, skeletal, and muscular and nervous system.

HIM 206 Anatomy & Physiology for HIM II 3 Credits

This course is part two of a two-part course that is the study of anatomy, the structure of the body and how the body is organized and physiology, the function and vital processes of the various structures making up the human body. This course includes an overview of the endocrine, cardiovascular, respiratory, lymphatic & immune, gastrointestinal, urinary and reproductive systems. Prerequisite: HIM 205.

HIM 210 Pathophysiology 3 Credits

This course is the study of common human diseases, disorders and conditions. In the course, students will learn the description, symptoms and signs, diagnostic tests, etiology, and treatment for common diseases, disorders and conditions. In addition, the students will learn about the associated drug class for specific diseases, disorders or conditions. Prerequisite: HIM 105, HIM 205, and HIM 206.

HIM 217 Electronic Health Records 3 Credits

In this course, students will learn about the structure, capture, use, storage and retrieval of health information in paper, hybrid and electronic formats. Students will learn about Electronic Health Record (E H R) project management including scope, goals, strategic planning, workflow analysis, functional needs assessment and implementation. Students will learn about the financial aspects of the E H R as well as the E H R from a consumer and a nationwide health information network perspective.

HIM 250 Clinical Classifications Systems I 3 Credits

This course is part I of a two-part course that introduces students to applications for clinical classification and coding. Students will learn about the development of classification systems, use of the health record for coding and the relationship between coding and reimbursement. In particular, the students will learn the guidelines for CPT and ICD-9-CM legacy system, and organizational structure for provider billing. Prerequisites: HIM 105, HIM 205, HIM 206, and HIM 217.

HIM 251 Clinical Classification Systems II 3 Credits

This course is part II of a two-part course that introduces students to applications for clinical classification and coding. Students will demonstrate their understanding and application of ICD-10-CM/PCS and the ICD 9-CM legacy system. Students will compare and contrast

various processes, policies and procedures to ensure the accuracy of coded data. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, HIM 217, and HIM 250.

HIM 252 Legal Aspects of Health Information 3 Credits

This course explores the major legal and ethical issues central to the implementation, application, and utilization of health information across the spectrum of health care settings. Key topics include liability, confidentiality, the legal and ethical ramifications of federal legislative mandates pertaining to health information management and informatics. Prerequisite: HIM 217.

HIM 301 Introduction to Health Informatics 3 Credits

This foundational course details the history and factors driving the emergence of health informatics. In addition to emphasizing the concepts, terminologies and scope of health informatics, the course delves into health information exchanges, data standards, health informatics ethics, online resources and E-research. The course includes an overview of basic database architecture, design and file structure, and data warehousing and data mining in healthcare.

HIM 310 Healthcare Reimbursement 3 Credits

This course reviews healthcare reimbursement methodologies, government and voluntary healthcare insurance plans, and inpatient and outpatient reimbursement systems. Students will learn about the revenue cycle, audit processes and compliance strategies. Prerequisite: HCA 205.

HIM 360 Healthcare Statistics 3 Credits

This course introduces the student to the generation and analysis of common healthcare statistics, state and national reporting of information and departmental performance standards. Students will learn how to construct and analyze various tables and charts related to healthcare. Prerequisites: HIM 217 and General Education Mathematical competency.

HIM 370 Professional Practice Experience I 3 Credits

This course focuses on the technical application of concepts introduced in other program courses and explores similarities and differences with various healthcare providers. Students will demonstrate their ability to apply knowledge, analyze situations and create solutions in various healthcare scenarios. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 250, HIM 251, HCA 205, HIM 310, HIM 217, HIM 252, HIM 210, and HIM 360. This course must be taken at Ashford University and may not be transferred from another institution.

HIM 410 Health Informatics – A Systems Perspective 3 Credits

This course focuses on the behind the scenes components of exchange, standards and interoperability of information in healthcare. The course will evaluate informatics-based support resources to include evidence based practice, clinical decision support and transport protocols. Prerequisite: HIM 301.

HIM 420

Health Information Governance & Strategic Planning 3 Credits

This course addresses key components of healthcare information systems and operational effectiveness. Students will analyze the strategic alignment of health information technology, including the evolution of healthcare information systems and data governance. Students will evaluate health information architecture and infrastructure, applications and service management, and administrative and financial systems. Foundational information on the transition of data into knowledge, value analysis, and information management strategic planning is provided. Prerequisite: HIM 301.

HIM 435 Analyzing Healthcare Data 3 Credits

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health informatics. Students will learn about the construction and utilization of health care data sets; the use of computerized statistical packages in health care; and the role of health informatics in financial and performance improvement goals. The

student will apply common performance improvement models and tools to develop data-driven organizational reports. Prerequisite: HIM 301.

HIM 440 Health Informatics Research

Methods and Data Analysis

3 Credits

This course explores in depth the relationship of research and informatics, research methods, the research process and the quantitative and qualitative analysis of data, including descriptive and inferential statistics. Students will explore the role of epidemiology in research and policy development. Prerequisites: Successful completion of mathematical competency and HIM 360.

HIM 445 Healthcare Project Management

3 Credits

This course explores principles of project management to improve quality and decrease cost in healthcare. While addressing the intersection of healthcare and information technology, students will learn about the project process and related tools and techniques to successfully plan, execute, control and assess a project. Prerequisite: HIM 301.

HIM 450 Healthcare Management

3 Credits

This course focuses on key management principles in healthcare management and unique Health Information Management activities. Students will learn about organizational structure, the planning and decision making process, budgeting, committee and team dynamics, staff hiring and development and key indicators of department performance. Prerequisites: HCA 375 and HIM 360. This course must be taken at Ashford University and may not be transferred from another institution.

HIM 495 Professional Practice Experience II

3 Credits

This course is a combination of virtual activities and a supervised management experience in a healthcare setting. Students complete 40 hours in a professional work environment demonstrating mastery in their knowledge, application, analysis and synthesis of key Health Informatics and Health Information Management concepts. Prerequisite: Completion of BSHIM program core courses. This course must be taken at Ashford University and may not be transferred from another institution.

HIS History

HIS 103 World Civilizations I

3 Credits

This course is a study of the origins and development of the world's major civilizations from their beginnings through the seventeenth century. Emphasis is placed on the salient socio-economic, political and religious characters of the civilization and the patterns of interaction among them. Recommended prerequisite: ENG 122.

HIS 104 World Civilizations II

3 Credits

This course is a study of the development and interaction of the world's major civilizations from the seventeenth century to the present. Emphasis is placed on the rise and decline of European global dominance. Recommended prerequisite: ENG 122.

HIS 203 American History to 1865

3 Credits

American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century. Recommended prerequisite: ENG 122.

HIS 204 American History Since 1865

3 Credits

HIS 204 surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. Recommended prerequisite: ENG 122.

HIS 205 United States History I

3 Credits

American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American

nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century. Recommended prerequisite: ENG 122.

HIS 206 United States History II 3 Credits

This course surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. Recommended prerequisite: ENG 122.

HIS 306 Twentieth-Century Europe 3 Credits

The history of Europe since 1900. Emphasis is placed on the changing nature of European society, the confrontation between totalitarianism and democracy, the origins and consequences of the two world wars, and Europe's evolving role in world affairs. Recommended prerequisite: HIS 378. Prerequisites: Sophomore standing or permission of the instructor, successful completion of General Education History Subject Area and English Proficiency.

HIS 310 American Women's History 3 Credits

By examining a wide range of sources, from first person accounts to interpretive essays, this course explores changes and continuities in women's lives since the earliest days of the Republic. Students will work to understand the forces motivating change, including the various women's movements that have arisen over the years. Underlying the course will be the question of how traditional interpretations of American history are altered by the incorporation of women's history. (Offered every other year.) Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 324 History of American Education 3 Credits

This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system. (Cross-listed as EDU 324.)

HIS 331 World War II 3 Credits

A study of the causes, course, and consequences of World War II. Topics covered include the war's major campaigns, its impact on the societies of the nations involved, the Holocaust, and the war's influence in shaping the contemporary world. Through readings in various primary and secondary sources, students will also develop an understanding of how historians reconstruct and interpret the past. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 340 Recent American History 3 Credits

This course will examine the foreign policy, political, cultural and social developments in the United States in the years after World War II. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 342 The Middle East 3 Credits

This course is intended to introduce students to the complex history of the Middle East, focusing on the development of the core region in the 19th and 20th centuries. Among the most important topics covered are the origins and nature of Islam, the expansion of the Islamic world, the nature and impact of the region's relationship with Western countries, the impact of the discovery of oil in the region, the causes and course of the Israeli-Arab struggle, the rise of Arab nationalism, and the rise of Islamic fundamentalism. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 351 Asia in the Age of Decolonization & Globalization 3 Credits

Covering major developments in Asia since the early twentieth century, this course focuses on China, Japan, and the Indian subcontinent. The course traces the rise of Asian nationalism, the decline of western

imperialism, and the region's rise to economic prominence.

Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 378 Historiography & Historical Methodologies 3 Credits

This course provides students with an introduction to the practice of the discipline of history. It provides them with an overview of the ways historians have approached the study of the past since classical antiquity, acquaints them with the major approaches that characterize the discipline today, and equips them to use appropriate practices in historical research and writing. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 379 The Atlantic World 3 Credits

The history of the Atlantic basin from the late fifteenth century through the early nineteenth, including the interactions of Africans, Europeans, and the indigenous peoples of the Americas and the societies their interactions produced. Themes covered include the Columbian exchange, migrations (forced and voluntary), empire-building, strategies of resistance, identity formation, and the transatlantic dimensions of the American and French Revolutions. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 388 Destination Course: Literary & Historical Developments in 19th Century England 3 Credits

A course designed to include an extended travel component that provides an experiential encounter with historical or contemporary aspects of the course content. The "destination course methodology" may be applied to an existing course or to special courses. Destination courses may be offered in classroom or online modalities. Students may receive credit for General Education History requirement. (Equivalent to ENG 388. and TVL 311)

HIS 497 History Capstone: Advanced Research Project 3 Credits

Students will demonstrate their mastery of the learning outcomes of the history major by demonstrating the ability to conduct historical research using primary and secondary sources and by producing an original research paper on an approved topic. Prerequisite: Successful completion of the General Education Capstone course and all History coursework.

HMC Health Marketing and Communication

HMC 312 Health Marketing & Advertising 3 Credits

Students are introduced to the essential concepts, methods, and models of marketing and advertising as applied to health care and health-related settings. Marketing concepts presented include the marketing mix, market segmentation, target marketing, strategic planning and forecasting methods, branding, and basic advertising strategy with an emphasis on prevention, education, and other social marketing contexts.

HMC 314 Social Media & Health Promotion 3 Credits

This course explores how the Internet and Web 2.0 tools are utilized for health promotion campaigns. General web-based technologies for use in health promotion are introduced and formal and informal types of health promotion are examined. Students will analyze the benefits of various social media campaigns including the appropriate use of applications, such as Facebook and Twitter, in health promotion.

HMC 334 Ethics in Health Marketing & Communication 3 Credits

This course explores contemporary ethical issues in health care marketing. Topics include consumer advertising of health products, goods, and services; physician marketing, advertising, and endorsements of elective procedures and health care products; physician relationships to hospitals and surgery centers in terms of ownership; and disclosure and confidentiality of collected health consumer data.

HMC 462 Contemporary Issues & Trends in Health**Marketing & Communication****3 Credits**

This course provides an interdisciplinary exploration of contemporary issues and trends in health marketing and communication as well as emerging research areas. Case studies from diverse health related settings are integrated throughout the course to assist students in gaining real world perspectives and awareness.

HMC 499 Health Marketing & Communication Capstone**3 Credits**

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health marketing and communication. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program into a culminating project. Prerequisite: Successful completion of the General Education Capstone course.

HPR Health Promotion**HPR 205 The Human Body, Health and Disease****4 Credits**

This introductory course provides students the opportunity to develop a basic understanding of health and disease as it relates to basic human physiology for non-science majors. The functions of the skeletal, muscular, integumentary, nervous, special senses, endocrine, cardiovascular, respiratory, immune, gastrointestinal, urinary and reproductive systems are explored. The most common conditions and diseases associated with these systems are examined. Students are provided the opportunity to learn about the major contributing factors associated with these conditions and diseases. In addition to coursework, weekly laboratories provide students the opportunity to explore various aspects of human physiology while applying the scientific method.

HPR 303 Health Communications**3 Credits**

Utilizing a multi-disciplinary approach, this course provides an introduction to the field of health communications, and explores how communications are utilized to influence and motivate individuals, institutional, government, and public audiences about important health issues and interventions. Students examine processes for creating clear, accurate, and appropriate health communications for a variety of target audiences. Case studies of health campaigns are integrated into the course.

HPR 350 Introduction to Epidemiology**3 Credits**

This course will introduce students to the field of epidemiology, its purpose and benefits within the public health and health-related fields. It will provide the students the opportunity to review current and relevant health surveillance data and its application in the various health care fields. Furthermore, it will afford the students the opportunity to learn about the role of epidemiologists in today's health care system.

HPR 460 Analysis of Health Research**3 Credits**

This course is designed to provide students the opportunity to develop a basic understanding of health research. Students are given the opportunity to learn about the various types of health research and associated research designs and methodologies. This course provides the students with increased exposure to health research literature and teaches students strategies to critically analyze this literature. Students are provided the opportunity to learn about the ethical dimensions, physical limitations, and practical application of health research. The students are provided a supplemental booklet containing example literature and figures that highlight the major concepts covered in the course.

HSM Homeland Security Management**HSM 305 Survey of Homeland Security & Emergency Management****3 Credits**

This course is a broad overview of Homeland Security from its emergence in America's first century to the 9/11 attacks. Areas of study include the rise of modern terrorism, domestic terrorism,

cyberterrorism, Homeland Security organization, strategies, programs and principles, emergency management, the media, and the issues of civil liberties.

HSM 311 Ethics & Homeland Security**3 Credits**

This course provides a foundation of classical ethical theories and explores the ethical implications of war and terrorism in the 21st century. Students will be challenged to analyze the controversial issues of the practice of torture, bombing of civilians, assassination and targeted killing, and humanitarian intervention. Civil Liberties and the Patriot Act will be examined. Case studies will offer students the opportunity to examine their own moral stance on selected issues, and study the traditional ethical rules and practices in war, even when engaging with international terrorist groups.

HSM 315 Emergency Planning**3 Credits**

This course will provide students with the skills to develop a comprehensive plan for risk analysis, threat assessment, staffing an emergency operations center, coordinating with supporting agencies, and the creation of a continuing testing program. Actual case studies are used to teach students how to plan for natural disasters as well as terrorism at the federal, state and local levels.

HSM 320 Emergency Response to Terrorism**3 Credits**

This course is designed to provide students with the ability to evaluate an emergency incident, determine its scope, understand the function of the first responders, learn the communication procedures necessary to alert the appropriate agencies, and understand how first responders are dispatched. Students will create a recovery plan for response to large scale terrorist incidents.

HSM 421 Research & Analysis in Homeland Security**3 Credits**

Students will develop the skills to conduct research into selected topics relating to homeland security, emergency management and disaster preparedness using government websites, Internet sources, library databases, and other pertinent repositories of information and data. Students will be required to formulate a research topic with supporting sources for the final report due in the Capstone course.

HSM 433 Counter Terrorism & Intelligence Analysis**3 Credits**

Students in this course study and analyze counterterrorism including the evolution of counterterrorism, and the specifics of the typology and anatomy of terrorist operations. The course includes an overview of the intelligence community, collection, analysis, requirements and dissemination.

HSM 435 Psychology of Disaster**3 Credits**

Utilizing case studies and clinical research, the course will focus on the psychological and physiological response to natural disasters, terrorism, and other manmade disasters. Students will examine psychological reactions, the recovery process and mental health care for victims, disaster recovery teams, and first responders.

HSM 438 Introduction to Cyber Crime**3 Credits**

This course focuses on the technical aspects of digital crime as well as behavioral aspects of computer hackers, virus writers, terrorists and other offenders. Using real life examples and case studies, students will examine the history, development, extent and types of digital crime and digital terrorism as well as current legislation and law enforcement practices designed to prevent, investigate and prosecute these crimes.

HSM 497 Homeland Security & Emergency Management Capstone**3 Credits**

In this final course students will demonstrate their mastery of program outcomes in Homeland Security & Emergency Management creating an original research and analysis report using the draft and research developed in the Research and Analysis Course. Prerequisite: Successful completion of the General Education Capstone course.

HWE Health and Wellness

HWE 200 Introduction to Health & Wellness 3 Credits

This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle.

HWE 230 Functional Anatomy 3 Credits

In this course, students study the structure and function of muscular and skeletal systems within the human body using a regional approach. Students are given the opportunity to learn about anatomical variation, the functional importance of this variation, and analysis of movement. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health and Disease. Prerequisite: HPR 205.

HWE 330 Musculoskeletal Anatomy & Physiology 3 Credits

In this course, students study the structure and function of muscular and skeletal systems within the human body using a regional approach. Students are given the opportunity to learn about anatomical variation, the functional importance of this variation, and common pathologies of the upper and lower extremities and trunk. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health, and Disease. Prerequisite: HPR 205.

HWE 340 Exercise & Physiology 3 Credits

This course introduces students to physiological responses to exercise in the human body. Students compare the major physiological systems (energy transfer, cardiovascular, respiratory, neuromuscular, etc.) at rest, explain the systemic adaptations that occur with acute and long-term exercise, and evaluate how these activities affect health and human performance. Students also analyze how nutrition and pharmacological aids impact athletic performance. Prerequisites: HPR 205 and HWE 330.

INF Information Systems

INF 103 Computer Literacy 3 Credits

Students will use operating system software, the Internet, and productivity software (word processing, spreadsheet, presentation graphics, etc.). Students will use the library and Web resources to research a topic, word process their findings, and create a visual presentation to communicate to the class.

INF 220 IS Principles 3 Credits

An introduction to the systems designed to support the information needs of the business functions of an organization. Topics include basic computer architecture, computer communications, models of information systems, information security, organizing and managing the information systems department, software and hardware acquisition, and the ethics involved in the management of information. Prerequisite: INF 103 or permission of instructor.

INF 231 Programming Concepts 3 Credits

An introduction to the methodology of programming and the construction of graphical user interfaces. Students are introduced to programming through the use of current programming language(s). Emphasis is on structured design, coding, graphical user interfaces, event-driven programming, and documentation. A variety of programming problems develop skills in algorithm design, file processing data structures, and event handling. Prerequisite: INF 103 or permission of instructor.

INF 322 Database Management Systems 3 Credits

This course provides an introduction to the concepts of database processing. An understanding of the physical and logical organization of data and the meaningful representation of data relationships are evaluated. Operational requirements of database management systems are also discussed. Prerequisites: INF 231 and fulfillment of the General Education Mathematical competency.

INF 325 Telecommunications & Networking Concepts 3 Credits

A study of real-time and distributed-processing computer networks including telecommunications, data transmission techniques (protocols), design, and implementation considerations. Prerequisite: INF 231 or permission of the instructor.

INF 336 Project Procurement Management 3 Credits

Designed to develop the basic knowledge base of project managers and project procurement managers, this course emphasizes partnering between buyers and sellers to create a single culture with one set of goals and objectives. Students will discover the key areas in procuring outside services and products—from the initial decision to buy through final contract closeout. They will recognize what must be done for success in the six key project procurement management processes: procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract closeout. They will also formulate the make-or-buy decision, prepare an effective procurement management plan to guide the team, and use outsourcing for maximum benefit. Lessons and best practices from procurement theory and experience are also presented. This course can be used as a substitute for BUS 309. Prerequisite: INF 103 or permission of instructor.

INF 337 Integrated Cost & Schedule Control 3 Credits

Effective cost and schedule management are cornerstone activities of each project. Students will determine how best to plan the execution of a project scope, to consider stakeholder budget and schedule constraints, to use different methodologies, and to establish the performance measurement baseline. They will also discover keys to identify potential cost and schedule overruns and master the tools and techniques to compare actual work accomplished against established plans, as well as work accomplished against actual expenditures. By identifying early warning indicators, students will gain greater insight into potential risk areas and take the necessary corrective action to keep the project in control. Prerequisites: ACC 205, and MAT 332 or BUS 308.

INF 338 Leadership & Communication Skills for Project Managers 3 Credits

This course enables students to develop the necessary skills to elicit maximum performance from every member of a team. Students will uncover the styles of leadership that are most appropriate for achieving project success and discover which forms of leadership and communication styles are best suited to their personalities. They will also learn techniques for resolving conflict and managing personnel issues and gain hands-on experience in analyzing stages of team development and maximizing project team effectiveness. This course can be used as a substitute for BUS 303. Prerequisites: MGT 330 and fulfillment of the General Education Communication I and II competency.

INF 340 Business Systems Analysis 3 Credits

This course studies the problems and needs of organizations and how business functions, staff, data, business processes, and technology can be used to achieve organizational goals and objectives. The focus is on assessment for improvement of the business and its functions. Prerequisite: Fulfillment of the General Education Information Technology competency.

INF 342 Project Quality Assurance 3 Credits

This course will address topics as defining, planning, executing and closing projects. We will introduce an overall framework for managing projects, describe how to set up a project, and provide a forum for sharing practical techniques for managing projects. Several topics are discussed, including how to build a project plan, risk management, issue management, project marketing, communications, quality assurance, project measurements and the psychology of project management.

INF 410 Project Management 3 Credits

This course provides the foundational principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation.

INF 620 Management of Information Systems 3 Credits

This course introduces the fundamentals of computer systems, the role of information processing in the business environment, and provides a basic overview of essential computer software. The course also provides an overview of systems development, operating systems and programming, database management, networking, and telecommunications all from a management perspective.

INF 630 Systems Analysis 3 Credits

This course addresses the many business systems issues unique to the information services function within organizations. Coverage includes information systems planning, managing the information infrastructure, justifying information technology investments, the costing of services and networks, evaluating information system performance, alternative information service delivery modes, managing distributed and end-user computing, project and operations management, systems security, and the management of information technology professionals.

INF 690 ISS Capstone Seminar 3 Credits

This course emphasizes the use of information technology to develop distinct competitive advantage in relations with competitors, customers, and suppliers, and with respect to products and services. Course participants examine strategies of actual companies and identify other strategies that can be deployed to gain competitive advantage in diverse settings. In addition, the course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. The capstone project requires generation and presentation of an organizational information systems strategic plan.

JRN Journalism

JRN 231 Survey of Journalism & Mass Communication 3 Credits

This course is designed to provide an overview of the history, professional traditions, and roles and practices of the news media in a democracy. Topics include journalistic reporting, how news is defined, ethics, emerging trends, online reporting and news writing basics.

JRN 331 Advanced Writing & Editing for the Media 3 Credits

This course is designed to provide the principles and techniques of good writing for the mass media with an emphasis on accuracy of information, presentation, clarity, precision and efficiency in use of the language. Additionally, students will focus on the standards of writing for the Web which differ substantively from the traditional media. Prerequisite: ENG 325.

JRN 333 Ethics in Journalism 3 Credits

Ethics in journalism begins with an overview of ethical foundations and philosophy with a focus on case studies in the media and the application of ethical standards and decision making to issues faced by journalists on a daily basis.

JRN 335 Cyber-journalism 3 Credits

This course examines the ways in which technology has transformed the journalistic landscape to a 24-hour news cycle with digital content acquisition and distribution. Students will explore the professional and technical challenges of producing multimedia news in this environment.

JRN 337 News Reporting & Writing 3 Credits

This course focuses on the gathering, evaluating and writing of the news in the print and electronic media. Students will hone basic skills and become aware of current trends including citizen journalism, convergence and the importance of fairness and objectivity.

JRN 339 Global Journalism 3 Credits

This course is designed to provide the student with an overview of the major issues facing global journalism. It focuses on the social, cultural, and governmental aspects of the international media and their relationship to journalism from the perspective of a democratic system.

JRN 410 Journalism Law 3 Credits

The study of the law of journalism and mass communication is a vast field. This course provides a broad overview of the rule of law, the First Amendment, disruptive speech, libel, protecting privacy, reporter's privilege and electronic media Regulation.

JRN 412 Advanced Editorial & Feature Writing 3 Credits

Students in this course will apply journalistic skills to opinion writing for editorial pages. It provides tools for evaluating critical thinking and argumentation for evaluating editorial writing. Additionally, students will learn the skills and requirements for feature writing. Prerequisite: ENG 325.

JRN 415 Methods of Research & Analysis in Journalism 3 Credits

This course teaches students research methods of utility and analysis in journalism with a focus on survey research, electronic database searching, government sites, and the evaluation of data sets in journalism research studies.

JRN 425 Journalism & Politics 3 Credits

This course is designed to aid students in determining how the media shape the context of American government and politics. Students will study American political journalism theory, current practice, convergence, and emerging technological change and their impact on public opinion and policy.

JRN 497 Journalism & Mass Communication Capstone 3 Credits

Students will demonstrate mastery of the programmatic outcomes of the journalism major by creating an electronic portfolio of work completed during the program and by adding newly developed material that showcase professional journalistic skills. Prerequisite: Successful completion of the General Education Capstone course.

LEA Law Enforcement Administration

LEA 201 Introduction to Law Enforcement Administration 3 Credits

This course focuses on the elements of law enforcement administration and the factors influencing successful organizations through effective hiring, training, and support of employees. The course examines organizational theory, design and communication, along with the processes of planning and decision making. The effects of stress and adverse behavior are reviewed with relation to the organization and requirements of the administration. Politics, labor relations, and fiscal management are addressed in correlation with the effects on law enforcement administration process.

LEA 312 Community Policing 3 Credits

This course outlines key roles and responsibilities in the management of community policing efforts from the law enforcement perspective. Relationships of police image, public expectations, and community leadership are examined. Communication and interaction within a community of diverse socioeconomic conditions, race, sex, and age are examined with respect to community-oriented policing and law enforcement leadership.

LEA 316 Ethics in Law Enforcement 3 Credits

This course focuses on theories and methods to assist officials establishing and maintaining ethical behavior in law enforcement employees. The course analyzes misconduct in law enforcement through relevant literature and applicable scenarios in integrating theory and practice.

LEA 328 Leadership & Supervision in Law Enforcement 3 Credits

This course focuses on the comparisons between leadership, management, and supervision and the traits and theories surrounding effective application. The course will analyze the impacts of crime on successful leadership and the ability to motivate in order to maximize work effort.

LEA 339 Law Enforcement Personnel Management 3 Credits

This course examines the issues involved with maintaining qualified and capable officers available for deployment by a law enforcement administration. The course delves into employee assistance, medical issues and concerns that can significantly affect law enforcement organizations. Federal, state, and local certification and training requirements are discussed regarding continued employment and the impact on staffing. Applicable case law will be reviewed regarding Fair Labor Standards Act of 1938 (FLSA).

LEA 408 Technological Management in Law Enforcement 3 Credits

This course will assess the implementation and application of modern technological hardware and software in assisting law enforcement administration in addressing crime concerns. The course will explore the use of facial-recognition software, closed circuit television, and automatic vehicle monitoring systems in influencing crime issues. Terminology and applications are explained to provide insight to students regarding available resources and usage.

LEA 413 Investigations Management 3 Credits

This course addresses criminal investigations from the perspective of the police manager or administrator as well as developing practical skill sets in investigative technique. Legal, social, managerial, and community concerns regarding crime and investigations are evaluated. Relationships between investigators, prosecutors, and police managers are explored.

LEA 432 Fiscal Administration in Law Enforcement 3 Credits

This course focuses on the principles of budgeting in the public sector and provides the student with an understanding of the methods used in making financial decisions. The course compares and contrasts the public and private sector and addresses the responsibility of efficient use of funds. Federal state, and local perspectives in finance and budgeting are evaluated. Responsible and ethical financial principles are reinforced.

LEA 439 Politics & Law Enforcement 3 Credits

This course focuses on the constitutional basis of law enforcement and on the political relationships and impact of political decisions on the day-to-day operations and focus of law enforcement. The course examines the influence of special interest groups, as well as police associations and unions, in the administration of law enforcement goals. The election of certain law enforcement officials is also addressed regarding perceived loyalty to voters or employees.

LEA 444 Training Management 3 Credits

The focus of this course surrounds the necessity of training and the effectiveness of methods employed to reduce agency liability while promoting employee safety. The course will address the liability assumed by both employee and agency when training standards are not adhered to or supervision and leadership allows for deviation from set standards.

LEA 497 Law Enforcement Administration Capstone 3 Credits

This course will focus on the integration of research skills, theory analysis, and application of leadership and management methodologies in law enforcement administration. Successful students will exercise critical thought along with clear and concise writing skills throughout the development of a final project/paper on a singular topic within the field of law enforcement administration. Prerequisite: Successful completion of the General Education Capstone course.

LIB Liberal Arts**LIB 125 Contemporary Issues in Organizational Leadership 3 Credits**

This course provides an introduction to the multi-faceted concept of leadership studies by presenting the student with the vocabulary, concepts, theories, and applicable research that are fundamental to the basic understanding of leadership. The course will examine contemporary and historical leadership issues unique to women and minority leaders, the moral and ethical responsibility of leadership, and

leadership in a variety of contexts. Leadership as a social and political influence process will be examined.

LIB 315 The Environment & the Human Spirit (INTD) 3 Credits

An interdisciplinary examination of humanity's spiritual relationship with the natural world. The course will explore contemporary environmental issues in the context of theology, philosophy, literature, film, music, visual art, and other representations of the human imagination. Prerequisite: ENG 122 or equivalent (Offered every other year) F (Interdisciplinary)

LIB 316 Historical Contexts & Literature 3 Credits

In Historical Contexts in Literature, students will explore the ways in which literary works represent particular people, places, situations, and ideas through fiction. Further, by using a range of literary, political, and historical texts, the course will examine both the ways in which political and historical contexts shape literary production, and the ways in which fictional texts affect political, social, and moral discourse.

LIB 318 Peacemaking: A Study of Conflict Resolution (INTD) 3 Credits

An interdisciplinary study of peacemaking with a focus on conflict resolution. Highlighting this course are guest presentations and discussions led by Ashford University faculty from diverse subject areas. Students examine thinking and behavior in response to social conflict such as aggression, threats, prejudice, avoidance, withdrawal, conformity, and obedience. Students study various strategies of peacemaking and negotiation and then apply these methods in class role-playing activities. F (Interdisciplinary)

LIB 320 Global Socioeconomic Perspectives (INTD) 3 Credits

This course is an examination of major socioeconomic developments in different countries including Japan, Germany, Sweden, the United States, and the developing nations. Topics include population, natural resources, energy, sustainable growth, and policies such as privatization and free trade agreements. Social and economic justice in the global economy is considered. (Interdisciplinary)

LIB 323 Revolution & Terrorism in the Modern World (INTD) 3 Credits

This course examines the ways revolution and terrorism has shaped the twenty-first century from an interdisciplinary perspective drawing on history, philosophy, and sociology. Emphasis is on the ideas and socio-historical forces that have produced revolutions. (Interdisciplinary)

LIB 332 Science & Culture (INTD) 3 Credits

This course explores Western science as a cultural artifact and its impact on other aspects of culture: art, literature, film, music, philosophy, and theology. In addition, the affects of these "other aspects of culture" on the development of science will also be investigated with emphasis on the need to make connections. The course will examine the ways in which scientific developments are articulated in other cultural artifacts. (Interdisciplinary)

LIB 356 Research Methods for the Humanities 3 Credits

Students in this course will develop a working knowledge of the major methodologies and perspectives of disciplines in the humanities. Topics include the role of theory, identification of appropriate sources, the influence of values, and the role of the humanities in interdisciplinary inquiry.

LIB 382 London Studies 3 Credits

This is a five week, three credit course that offers you the opportunity to explore British Literature, History, and Architecture including a one week Study Abroad in London. This course allows you to choose from different areas of emphasis for the week in London. For each option, emphasis will be placed on the way in which environment/culture shapes literature and literature shapes environment/culture. You will study each author's situation and look at how society and history shaped the author or perhaps the author had an impact on shaping society and history.

LIB 495 Capstone – Advanced Research Project 3 Credits

This course will culminate with a comprehensive and summative final project that demonstrates the student's ability to conduct research into an approved topic and to develop an original research paper using an interdisciplinary approach. Prerequisite: Successful completion of the General Education Capstone course.

LNG Linguistics**LNG 206 Language & Technology 3 Credits**

This course provides an introduction to the various ways language and technology interact. Students will understand the importance of computers that can process spoken and written language, and be introduced to a variety of implementations of these emerging technologies. Prerequisite: LNG 321.

LNG 212 Second Language Acquisition 3 Credits

This course provides students an opportunity to investigate the process of acquiring a second language and to compare this process to learning in general. Students will also explore the basic theories of second language acquisition compared to first language acquisition and will discuss how these theories influence second language curriculum design and guide second language instructional methods. Prerequisite: LNG 321.

LNG 222 Survey of Communicative Disorders 3 Credits

This course provides an introduction to the field of speech and language pathology. Students will survey a variety of communicative disorders and their effect on language development as compared to clinically normal growth and development of speech and language. Students will also consider the effect of these disorders on various levels of society. Prerequisite: LNG 321.

LNG 310 Sounds of Language 3 Credits

In this course, students begin to answer the questions: how do we speak, why do different languages sound distinct, and how does sound encode and convey meaning? Students will examine sounds and sound systems of languages by exploring the phonetic properties of language as well as various phonological systems that languages employ to organize these speech sounds into meaningful utterances. Students will also study selected applications of these theories. Prerequisite: LNG 321.

LNG 320 Structures of Language 3 Credits

This course provides students an opportunity to explore the linguistic theories of morphology and syntax. Students will examine structure within language by describing and investigating the underlying principles and processes of word formation as well as the rules which govern phrase and sentence structure. Basic concepts addressed include morpheme-based morphology and a generative grammar approach to syntax. Students will also study selected applications of these theories. Prerequisite: LNG 321.

LNG 321 Foundations of Linguistics 3 Credits

Language is a central part of our daily lives. It is how we communicate our thoughts and desires to others. Yet, we usually take language for granted, using it effortlessly without stopping to think about how it works. So, what exactly is language, and how does it work? This course is an introduction to linguistics, the scientific study of language. In order to understand what language is, a number of topics are examined, including: the sound system of language (phonetics and phonology); the structure of words and sentences (morphology and syntax); the meaning of words and sentences (semantics); how language is represented in the brain (neurolinguistics); modern writing systems (writing); how children learn language (language acquisition); how language can differ across time, between speakers, regions, and situations. While language is highly complex, it is also systematic and rule-governed. At the end of this course, you should understand what linguists study and have a good understanding of the core concepts in each of the above topics.

LNG 353 Evolution of the English Language 3 Credits

Where did English come from, how has it evolved into the language that is used today, and why does American English behave differently than, for example, the English spoken in Ireland? Also, in what ways are different languages distinct, and how are they similar? Students will explore these topics in this course via a consideration of the methods of historical linguistics with English as a case study. Topics in linguistic typology will also be addressed. Prerequisite: LNG 321.

LNG 360 Language & Society 3 Credits

This course provides an introduction to language in its social context. In this course, students will explore how language embodies culture, and how society is impacted by language. Topics include linguistic variation in diverse social contexts; language and gender; language and ethnicity; language and socioeconomic class; and the language of law, politics, propaganda, and advertising. Prerequisite: LNG 321.

LNG 415 Meaning in Language 3 Credits

This course provides an introduction to the theory of meaning in language. Students will consider how language relates to the physical world, and how it contains and conveys truth, falsehood, and meaning. Students will also consider how various contexts factor into determining meaning, and will study selected applications of these theories. Prerequisite: LNG 321.

LNG 450 Computational Linguistics 3 Credits

This course provides an introduction to the fundamental concepts of natural language processing and computational linguistics. Students will study basic elements of computer programming from a computational linguistics perspective and will apply these methods to solving selected problems representative of those encountered in the field. Prerequisite: LNG 321.

LNG 455 Language Development Disorders 3 Credits

This course encompasses a study of the symptoms, diagnosis, and treatment of selected language development disorders from a clinical perspective. In an online classroom setting, students will investigate the causes and characteristics of specific language disorders, as well as the current methods of clinical assessment and treatments. Using transcribed and recorded speech samples, students will simulate the clinical processes of diagnosis and treatment by applying these methods. Throughout the course, students will consider the professional conduct and ethical guidelines set for by the American Speech-Language-Hearing Association (ASHA). Note: This course does not result in licensure or certification of any kind. Prerequisite: LNG 321.

LNG 497 Applied Linguistics Capstone 3 Credits

This course provides students an opportunity to conduct research into a theoretical area of linguistics and its application to assist in creating a plan for future study and professional development. Students will select a topic of interest and research its current and potential applications to one or various areas of industry. Students will demonstrate an understanding of how key linguistic theories have allowed for progress within certain industries and identify opportunities that are still present in the field of applied linguistics. Prerequisites: LNG 321 and successful completion of the General Education Capstone course.

MAT Mathematics**MAT 126 Survey of Mathematical Methods 3 Credits**

The course is designed to explore a wide range of mathematical models as applied to the problems of a modern society. Topics are selected from a variety of disciplines using mathematical methods in the critical thinking and decision-making process. Mathematical methods covered include, but are not limited to, business math, introductory algebra, beginning geometry, and business statistics.

MAT 221 Introduction to Algebra 3 Credits

This course establishes a strong base for an Algebraic exploration of mathematical topics. Student understanding is built up through learning the basics of real numbers and Algebra terminology, writing, solving, and graphing equations, and manipulating polynomials through various operations. Students will develop a familiarity and ease of working with the language and notation of Algebra while learning to think logically through algorithms and solving methods. Emphasis will be placed on developing an awareness of the use of mathematics as it exists in the world today.

MAT 222 Intermediate Algebra 3 Credits

In this course students will explore a wider range of Algebra topics beyond the introductory level. Topics will include polynomials, functions, rational expressions, systems of equations and inequalities, operations with radicals, and quadratic equations. Emphasis will be placed on developing an awareness of the use of mathematics as it exists in the world today. Prerequisite: MAT 221 or equivalent with a grade of "C-" or better.

MAT 540 Statistical Concepts for Research 3 Credits

This course demonstrates how to apply selected statistical techniques to a wide variety of problems and situations arising in the areas of business, economics, finance, management, social science, health, psychology, and education. Topics include graphical description of data; measures of location and dispersion; probability; discrete and continuous random variables; sampling distributions and estimation; confidence intervals and hypothesis tests; simple linear regression and correlation.

MGT Management**MGT 321 Assessing Leadership Skills 3 Credits**

This course introduces students to the concepts, skills, and strategies of personal/professional transformation that are the foundation of leading organizations in diverse communities. Topics include leadership assessment, developing personal vision, establishing a commitment to service, leading in complex communities, managing communication, and creating an environment of excellence.

MGT 322 Principles of Logistics Management 3 Credits

This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. Prerequisite: MGT 330.

MGT 325 Introduction to Transportation Management 3 Credits

This course focuses on intermodal transportation as part of supply chain management. The course addresses the development of the global transportation system, transportation regulation, the modes of transportation and how they interface, shipper issues, intermodal transportation management, and the future in transportation. Prerequisite: MGT 330.

MGT 330 Management for Organizations 3 Credits

This course presents an introduction to management theory and practice, including the inter-relatedness that the planning, organizing, leading, and controlling functions play in the multicultural, technology-driven, and global organizations of the 21st century. The emphasis is on the application of management theory to real-life situations in the workplace. (Equivalent to BUS 201.)

MGT 370 International Supply Chain Management 3 Credits

Topics covered in this course include the government's role in global logistics, the global logistics environment, ocean and air transportation, transportation to Canada, Mexico, and the European continent including intermediaries, documentation, insurance, exporting, and importing. Current trends in globalization will also be explored and evaluated. The role of logistics and transportation organizations in the global supply chain process will be discussed.

MGT 380 Leadership for Organizations 3 Credits

Several leadership styles are examined in this course. Emphasis is placed on developing effective leadership in organizations and personal enterprises, and on developing ethical leadership perspectives in personal and professional decision-making.

MGT 401 Hazardous Materials Management 3 Credits

This course addresses the significant issues associated with handling hazardous materials in a logistical system. The course also provides a firm foundation on basic hazardous materials management principles. Topics include definitions of hazardous materials, regulatory overview, technology to treat different hazardous materials, and tracking and manifest rules. Prerequisite: MGT 330.

MGT 415 Group Behavior in Organizations 3 Credits

Theory and research are applied to the study of group dynamics, processes encountered in the small-group setting, and how organizational effectiveness is impacted by small-group and team functioning. The course focuses on group productivity, decision-making, diversity, group communication, resolving group conflict and building effective teams.

MGT 425 Leadership & Motivation 3 Credits

This course examines various approaches to motivation and the design and implementation of motivational strategies for effective personal and organizational performance.

MGT 435 Organizational Change 3 Credits

In this course, students will study and apply alternative theories, models and strategies for creating and managing organizational change. The effectiveness of management tools in initiating problem solving and decision making to bring about change within organizations is evaluated.

MGT 450 Strategic Planning for Organizations 3 Credits

Strategic Planning introduces students to various management planning models and techniques, and applies these to actual business cases. This course stresses the concepts of both strategic planning and strategic management. (Equivalent to MGT 451.) Prerequisite: MGT 330.

MGT 451 Strategic Planning Capstone 3 Credits

Culminating the aggregate knowledge of a business program, the Strategic Planning Capstone introduces students to various management planning models and techniques. Application of strategic planning concepts is stressed throughout the curriculum. Prerequisite: Successful completion of the General Education Capstone course. (Equivalent to MGT 450.)

MGT 460 Leadership Priorities & Practice 3 Credits

Leadership Priorities and Practice is a capstone course that requires students to reflect on and synthesize the major insights gained in their study of organizational management. A substantive paper is developed to illustrate how these insights can be applied effectively in the student's work environment. Students choosing the personal program of study must show how their chosen concentration relates to organizational management and include insights from each academic area in their synthesis and application. Prerequisite: Successful completion of the General Education Capstone course.

MGT 490 Strategic Human Resources Planning 3 Credits

This course provides a link between the traditional human resources functions (recruiting, staffing, training, performance appraisals, labor relations, and compensation and benefits), strategic planning, and meeting long-range organizational goals and objectives. Prerequisite: Successful completion of the General Education Capstone course.

MGT 492 Strategic Management for the Multinational Enterprise Capstone 3 Credits

The final integrative course in the international business program integrates the basic business functions through strategic management principles. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy

formulation and implementation are addressed. Prerequisite: Successful completion of the General Education Capstone course.

MGT 496 Strategic Warehouse Management 3 Credits

This course is an overview of the strategic role that the warehousing function plays in the modern logistics environment. Subjects include warehouse strategies, difference in government and non-government systems, layout and design, location, customer service, bar coding, material handling, and measuring warehouse productivity. Prerequisites: MGT 330 and successful completion of the General Education Capstone course.

MGT 497 Strategic Technology Planning for Organizations 3 Credits

This course examines the role of information technology as a strategic component of modern business. While focusing on the implementation of computer-based information systems, it will also consider broader issues of communication and culture in organizations, as well as institutional change related to new technologies. It will use literature reviews, case studies, and an assessment exercise to address several issues related to new means and strategies in information and communication technologies. Prerequisites: MGT 330 and INF 340 and successful completion of the General Education Capstone course.

MGT 601 The Functions of Modern Management 3 Credits

This course serves to advance the knowledge of the functions of management, the underlying theories and literature associated with the management discipline, and build students' understanding of the relationships across organizational and business functions. Students grapple with current management problems and emerging solutions applied in the context of the organization.

MHA Master Health Care Administration

MHA 601 Principles of Health Care Administration 3 Credits

The focus of this course is on the application of advanced organizational principles in complex health care environments. Organizational issues, administrative processes and applications are explored. The managerial perspectives of a mid-to senior healthcare administrator are emphasized.

MHA 610 Introduction to Biostatistics 3 Credits

This course explores the application of fundamental statistical methods to the health care environment. Course content includes both descriptive and inferential methods including: data analysis, statistical estimation, regression analysis, analysis of variance, hypothesis testing and analysis of longitudinal data. NOTE: This course uses software that is not Mac OS compatible. Access to a Windows PC or a Windows-based platform is required.

MHA 612 Financial & Managerial Accounting 3 Credits

This course provides the foundation for integrating health care finance and managerial accounting. Opportunities for analyzing current and emerging health care financing trends are provided. Practical cost-benefit strategies used in planning, controlling and preparing internal and external reports are emphasized.

MHA 614 Policy Formation & Leadership in Health Organizations 3 Credits

This course focuses on the administrator's perspective and leadership role in formation of health care personnel policy and program recruitment, compensation, performance evaluation and labor relations. Evaluation of policy compliance with accreditation, regulatory and legal requirements, professional standards and ethical considerations, and medical staff and board communication are stressed.

MHA 616 Health Care Management Information Systems 3 Credits

This course applies health care data in real-world contexts. Factors such as service line identification, program planning, implementation models and outcome monitoring are covered.

MHA 618 Health Economics 3 Credits

This course focuses upon the analysis of health care operations and planning decisions derived from the theoretical concepts of demand, cost production, profit and competition. External and internal forces challenging health care services are analyzed. Organizational effectiveness and efficiency within the complex health care environment are emphasized.

MHA 620 Health Policy Analyses 3 Credits

This course focuses on the analysis and evaluation of health care policy. Policy implications in organizational decision making, strategic planning and market positions are examined.

MHA 622 Health Care Ethics & Law 3 Credits

This course focuses upon the legal and ethical issues arising in the health care environment. Case study analysis is used to illustrate the ethical and legal implications commonly addressed in health care.

MHA 624 Continuous Quality Improvements & Risk Management 3 Credits

This course examines a systemic approach to health care outcomes and risk management practices. Assurance of quality health services and organizational risk control is discussed using industry benchmark and accreditation standards and processes.

MHA 626 Strategic Planning & Marketing in Health Care 3 Credits

This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market-driven information. Students integrate theories from economics, information management, finance and leadership, culminating in the generation of a comprehensive business plan.

MHA 628 Managed Care & Contractual Services 3 Credits

This course examines the concepts of supply, demand, profits, cost and quality control in a managed care environment. Stakeholder dynamics are explored. Factors such as population, health status, market forces, contractual adjustments, third-party payers, cost allocation, government policies, and legal and ethical implications are explored.

MHA 690 Health Care Capstone 3 Credits

This course offers an opportunity for the integration of knowledge and skills developed within a culminating student project. The focus is on strategic and organizational issues unique to the health care environment. The student will present a comprehensive report at the end of the Capstone experience.

MIL Military Studies

MIL 204 Introduction to Sources of Conflict in the Middle East 3 Credits

This course will examine the political, religious, social, and economic complexities and ramifications of the conflict in the Middle East from Afghanistan to Northern Africa in the 19th and 20th centuries. Students will study the complex topics of religion, ethnicity, and nationalism as components of conflict in selected nation states. This course will evaluate the effects that conflict has on the region and the world as a whole and the impact of selected military interventions.

MIL 208 Survey of the American Military since WWI 3 Credits

Since World War I, the American Military has expanded and transformed into a modern military machine. This course will focus on the reasons and ways in which the versatile American Military has been utilized throughout the world, at different times. This course will focus on a selection of significant battles fought by air, land and sea, during World War I, World War II, the Korean War, the Vietnam War and the Persian Gulf War.

MIL 212 The Military as a Peace Keeping Force 3 Credits

This course will examine ways in which militaries are utilized during peace times and in times of conflict. It will focus on NATO, the United Nations, Humanitarian Relief and Disaster Recovery. It will investigate

the role external factors such as, international and local politics, geography, media, terrorism, and economics have on a military's ability to be a peace keeping force.

MIL 275 Military Ethics 3 Credits

Ethical issues faced in the modern world will be examined including the ethics of leadership, just war theory, and the moral status of the rules of war. Students will use critical thinking to determine the ethical implications and solutions for complex issues that are relevant to the current day military. The course will make use of case studies to illustrate moral and ethical dilemmas.

MIL 310 American Military History I 3 Credits

United States military operations from colonial times through World War I. The course draws material from selected disciplines of the humanities, exploring how and why America has gone to war beginning with the American Revolution to the post-World War I period. This course examines how war has shaped national strategy and how conflict affected peacetime society.

MIL 311 American Military History II 3 Credits

United States military operations from the end of World War I to The Gulf Wars. The course draws material from selected disciplines of the humanities, exploring how and why America has gone to war beginning with World War II, through the Cold War period, and, finally, the Gulf Wars. This course examines how war has shaped national strategy and how conflict affected peacetime society.

MIL 322 The Literature of War 3 Credits

The course will provide an overview of the literary content, social values and military significance found in selected works of military literature. Students will gain a contextual, cultural, and humanitarian understanding of the historical influences in military literature.

MIL 350 Studies in Military Leadership 3 Credits

A close examination of how and what made specific American military leaders successful by studying their leadership techniques and military careers. The American Revolution to present day leaders will be examined. This course is designed to inspire an interest in the principles and practices of military leadership and to explore how these high-impact principles and practices may be professionally applied in the workplace.

MIL 497 Military Studies Capstone 3 Credits

Students will demonstrate their mastery of the learning outcomes of the Military Studies major by demonstrating the ability to conduct historical research using primary and secondary sources and by creating a final research paper requiring comprehensive critical analysis of an approved topic in the areas of military leadership, conflicts, peace-making, peace-keeping, and humanitarian efforts. Prerequisite: Successful completion of the General Education Capstone course.

MKT Marketing

MKT 625 Consumer Behavior 3 Credits

This course presents and analyzes the most critical issues of buyer behavior both for individual consumers and within the organizational environment. Priority is placed on the economic, psychometric, and sociometric factors that influence buyer behavior and the buyer decision process. Through analyzing and understanding buyer behavior, marketing managers can ultimately understand this process and actively influence strategic business decisions.

MKT 635 Market Research 3 Credits

This course is designed to integrate theory and practice and develop students' analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems.

OMM Organizational Management

OMM 612 Managing in Social Change 3 Credits

This course considers key aspects of social change in today's complex and interdependent business world, analyzes their effect on how managers position their business enterprises, and identifies decision-making strategies that allow mission-driven organizations to contribute to social transformation.

OMM 614 Innovation & Entrepreneurship 3 Credits

This course explores innovation as it relates to organizational leadership and purposeful entrepreneurship. It analyzes the perspective and values of an entrepreneurial mind and the developmental cycle of an entrepreneurial organization or organizational unit, including the stages of resource development, launching, managing growth and evaluating progress. Approaches to problem-solving are developed with applications made to organizational responsibilities and personal growth.

**OMM 615 Strategies: Marketing/Advertising/
Public Relations 3 Credits**

This course explores practical ways to develop organizational communication plans that integrate marketing, advertising and public relations strategies. Emphasis is given to the dynamic process of managerial decision-making required to implement an integrated communication plan effectively in order to achieve organizational goals.

OMM 618 Human Resources Management 3 Credits

This course is a study on managing people in the workplace, focusing on the important policies and processes associated with recruiting, hiring, training and evaluating personnel in order to achieve strategic organizational goals.

OMM 622 Financial Decision-making 3 Credits

The course is designed to allow individuals who do not prepare accounting and financial documents to understand and use these documents as tools in effective managerial decision-making, control and planning. Topics include purposes of financial statements, analysis of financial statements using basic accounting concepts, budgeting, and financial accountability in an organization.

OMM 625 Learning Organizations & Effectiveness 3 Credits

This course presents the principles and elements of the learning organization and uses key principles as a framework for defining the organization's management practices and measuring its effectiveness.

OMM 640 Business Ethics & Social Responsibility 3 Credits

This course analyzes organizational, professional and personal ethics and creates a framework for exploring the social responsibilities of managers and organizational leaders. Various methodologies will be used to explore ways to encourage ethical development and moral behavior within organizational culture and to resolve business ethical issues and dilemmas.

OMM 692 Organizational Management Strategy 3 Credits

This capstone course explores the formulation, implementation and maintenance of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization. Topics include: analysis of competitive position, value creation, developing systems-wide goals and objectives, and the creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire program curriculum.

PED Physical Education and Health

PED 212 Foundation of Movement & Motor Activities 3 Credits

Students will examine integrated movement curriculum and the relationship between knowledge, motor skills, and movement activities. Activities will lead to understanding of how the body is used during fundamental motor skills and the progression to more advanced movement. Emphasis is on the study of human movement and the

development of motor skills which enhance health related physical fitness. Movement concepts of body awareness, space, and quality of movement are defined. Fundamental movement skills are analyzed and used as a basis for planning physical education coursework.

PHI Philosophy

PHI 103 Informal Logic 3 Credits

This course is a study of correct and incorrect reasoning involved in everyday activities. The fundamentals of language and argument, deductive and inductive reasoning and other aspects of practical reasoning are examined.

PHI 208 Ethics & Moral Reasoning 3 Credits

This course explores key philosophical concepts from an ethical perspective. Students will analyze selected assertions of knowledge and the methods of reasoning humans use to justify these claims. Through research into theories of science and religion, as well as the theoretical and empirical challenges these institutions of thought face, students will also investigate how the mind constructs and understands reality. This will provide a foundation for an exploration into questions of morality, in which students will look at traditional and contemporary ethical theories, and apply these theories to contemporary moral issues.

PHI 445 Personal & Organizational Ethics 3 Credits

This course studies the theories and paradigms underlying personal and organizational values and ethical principles; how personal values and ethical principles relate to the organizations in which people function; and the effects of the organization's ethics on its reputation, functioning and performance.

POL Political Science

POL 201 American National Government 3 Credits

A survey of government at the national level. Emphasis is placed on the constitutional basis of American government, federalism, the sources and forms of political behavior, the operation of the three branches of government, and the making of national policy.

POL 211 Introduction to Politics 3 Credits

This course is an introduction to selected institutions, processes, and political behaviors associated with the study of politics in the United States and globally.

POL 303 The American Constitution 3 Credits

This course is a study of the Constitution of the United States and its role in American history and government. The study covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government.

POL 310 Environmental Policies 3 Credits

Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment.

POL 319 State & Local Government 3 Credits

This course examines the structure and processes of state and local governments and their related current problems and issues. There is a focus on the effect of Federalism and its effect on States.

POL 325 Congress & the Presidency 3 Credits

This course examines the notion of shared governance as it applies to two central institutions of the American national government, Congress and the Presidency. Students have an opportunity to learn more about the history, structure, and functions of each institution but there is much emphasis placed on the relationship between Congress and the Presidency. Topics include leadership, policymaking, tensions within each institution and between the different institutions, and a focus on a variety of public policy areas.

POL 353 Comparative Politics 3 Credits

This course introduces the basic concepts and theories of comparative politics through an analysis of selected political systems and governments from various regions and societies across the world. Topical analysis in the course includes an emphasis on key political institutions, political culture, ideology, globalization, conflict and stability, various state and non-state actors, and on issues associated with economic development and underdevelopment.

POL 355 International Relations 3 Credits

The course in international relations is the study of relations between different nations of the world with an emphasis on understanding the political implications of international security matters and the international political economy. The topical emphasis on nationalism, diplomacy, conflict, international organizations and actors, human rights, political economy, and key global issues offers insights into the principles of identity, cooperation, and the use of power in an international context.

POL 411 Political Behavior 3 Credits

Students will study political behavior as it relates to campaigns and elections in the United States. Selected course themes include political communication, participation, voting, and elections.

POL 497 Political Science Capstone 3 Credits

In this final course students will demonstrate their mastery of program outcomes in Political Science and Government by creating an original research report on a current, relevant, and specifically defined subject area. Prerequisite: Successful completion of the General Education Capstone course.

PPA Public Administration

PPA 301 Principles of Public Administration 3 Credits

An introductory examination of the characteristics of the public organization and its impact on society including analysis of the principles of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included.

PPA 303 Finance for Public Administrators 3 Credits

This course addresses the principles of state and local financing of government, sources of public revenue, objects of public expenditures, problems of fiscal administration, emerging policy issues involving land use and taxation, spending and budgeting, intergovernmental cooperation, debt financing, financing for economic development, and privatization. Prerequisite: ECO 203.

PPA 305 Budgeting for Public Administrators 3 Credits

This is an introductory course in government budgeting dealing with public revenue, expenditure policies, and politics of the budgetary process while addressing current issues and challenges in this field.

PPA 307 Intergovernmental Relations & Issues 3 Credits

The theory and practice of intergovernmental relations and the various issues that accompany the daily operations and affect the overall efficiency of our system. This course will address both the legal and political perspectives of the interactions, relationships and public policy considerations throughout the various components and levels of government. Prerequisite: PPA 301.

PPA 401 Urban Management 3 Credits

This course is an introduction to formal and informal elements of urban management systems addressing the exploration of alternative approaches to dealing with problems arising from rapid urban growth. Prerequisite: PPA 301.

PPA 403 Administrative Law 3 Credits

A study of the nature and the law of the administrative procedure, of separation and delegation of powers, and of the scope of judicial review and other remedies against administrative actions.

PPA 405 Personnel Management**3 Credits**

An examination of the essential processes, policies, and laws pertaining to public personnel including an analysis of issues concerning public personnel administrators, employee protection, motivation, and effectiveness.

PPA 497 Public Policy Formation**3 Credits**

A study of how the dynamics of governmental decision making influence the content of public policy; course focuses upon how legislators, interest groups, chief executives, and the bureaucracy function to define alternatives and to shape policy agenda and content. Prerequisites: PPA 301 and successful completion of the General Education Capstone course.

PPA 601 Foundations of Public Administration**3 Credits**

This course examines the theory and practice of public administration, its legal and constitutional foundation and the role of the public administrator in public policy. The context of the course discussions are based on the current issues facing public agency administrators.

PPA 602 Public Financial Management**3 Credits**

This course is an exploration of current governmental fiscal management techniques and issues. Other course topics include various types of financial and technical assistance as well as quasi-governmental and non-profit management organizations.

PPA 603 Government Budgeting**3 Credits**

This is a comprehensive, straightforward examination of government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also addressed are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

PPA 604 Urban Planning/Redevelopment**3 Credits**

This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market-driven information. Students integrate theories from economics, information management, finance and leadership, culminating in the generation of a comprehensive business plan.

PPA 605 Negotiation, Bargaining & Conflict Management**3 Credits**

This course analyzes bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations and building negotiation skills of the administrator.

PPA 699 Public Policy Development**3 Credits**

This capstone course is an examination of influences affecting policy development and decision making in the urban political arena. It also covers policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MPA curriculum. In addition, this course requires the generation and presentation of an analysis of a community development project.

and language development. Exploration is emphasized through activities that allow students to understand and appreciate both typical and atypical development within the context of the family and society and to recognize the impact of individual, cultural and linguistic differences on development.

PSY 202 Adult Development & Life Assessment**3 Credits**

This course presents adult development theory and links theoretical concepts of life and learning through a process of psychometric assessment and reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life learning, including a plan for personal, professional and academic learning. Successful completion with a "C-" or better or equivalent is required.

PSY 301 Social Psychology**3 Credits**

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

PSY 302 Industrial/Organizational Psychology**3 Credits**

This course examines the influence of an organization upon the individual, as well as ways an individual can influence an organization. Topics include recruiting, personnel selection, organizational climate, group problem solving, and conflict resolution.

PSY 303 Abnormal Psychology**3 Credits**

The course entails a study of the diagnosis, causes, treatment, and prevention of psychological disorders. Problems with the reliability and validity of the American Psychiatric Association system for diagnosing psychological disorders will be discussed, and various alternative systems will be introduced. Prerequisite: PSY 101 or equivalent.

PSY 304 Lifespan Development**3 Credits**

This course consists of the application of the methods and principles of several fields of psychology to an extensive study of human growth development in the child, adolescent, and adult. Prerequisite: PSY 101.

PSY 307 The Journey of Adulthood**3 Credits**

This course presents process-oriented, multi-disciplinary views, principles, research findings, and perspectives across the adulthood continuum: early adulthood, middle adulthood, and late adulthood. Students gain an understanding of developmental changes occurring in the realms of biology, anatomy, and social and cultural contexts in which aging occurs.

PSY 317 Cognitive Functioning in the Elderly**3 Credits**

This course explores cognitive functioning in later life including biological, socioeconomic, environmental, cognitive adaptation, and life history factors influencing cognitive function as an individual progresses along a developmental continuum. The major psychological constructs of self concept, socialization, and thinking processes are presented. Etiology, interventions, education, and support systems are discussed. Prerequisite: PSY 101 or equivalent. F

PSY 323 Perception, Learning, & Cognition**3 Credits**

Students will study research and theory about mental processes that go between experience and the human mind. Students will gather and interpret data for several simple experiments that demonstrate classic research findings in perception, learning, and cognition. Perception entails the mental processes involved in the organization and interpretation of sensory experience. Learning entails relatively permanent changes in behavior that result from experience. Cognition explains how the mind processes information, how we encode, store, and retrieve memories, and how we use information to form beliefs, make decisions, and solve problems. Prerequisite: PSY 101 or equivalent.

PSY Psychology**PSY 101 Introduction to Psychology****3 Credits**

This course is a survey of selected topics in psychology, including research methods, physiological psychology, sensation, perception, consciousness, learning, memory, motivation, gender roles, abnormal behavior, psychotherapy, and social psychology.

PSY 104 Child & Adolescent Development**3 Credits**

This course provides a basic introduction to the nature of human growth and development as it occurs from conception through adolescence. Students are provided the opportunity to explore the "what," "how," and "when" of physical motor, cognitive, socio-emotional, moral aesthetic,

PSY 325 Statistics for the Behavioral & Social Sciences 3 Credits
Descriptive and inferential statistics are investigated and multiple techniques for statistical analysis are introduced in this course. Formulas for presenting and evaluating data are explored in accordance with generally accepted protocol for statistical analysis. Prerequisite: Fulfillment of the General Education Mathematical competency.

PSY 326 Research Methods 3 Credits
Research Methods is an introduction to the foundations of research methodology, design and analysis. Basic principles of qualitative and quantitative research are explored and evaluated. Understanding the results of statistical analysis as it applies to research is a focus of this curriculum.

PSY 330 Theories of Personality 3 Credits
This course reviews the basic concepts and principles of the major theories of personality. It also assesses the scientific worth and validity of these theories and includes case studies that show how these theories are applied to the treatment of psychological disorders. Detailed descriptions of healthy and unhealthy personality types will be stressed. Students will be challenged to evaluate their personality, as it relates to the theory being presented. Prerequisite: PSY 101 or equivalent.

PSY 331 Psychology of Learning 3 Credits
Learning is the relatively permanent change in behavior and mental processes resulting from experience. This course consists of the application of learning theory and research in a wide range of settings where learning takes place. Prerequisite: PSY 101 or equivalent.

PSY 344 Issues & Trends in Adult Development 3 Credits
This course provides an interdisciplinary exploration of contemporary issues and trends in adult development as well as emerging research areas. Topics include intergenerational conflicts, changing role dynamics, volunteerism, self-esteem in adulthood, resilience and vulnerability, maintaining and enhancing cognitive vitality in adulthood, adult employment trends including multiple career changes, coping with "boomerang children," grandparents raising grandchildren, and the growth of lifelong learning.

PSY 350 Physiological Psychology 3 Credits
Students study the anatomy and physiology of the brain, spinal cord, peripheral nervous system, and endocrine system. Study of the biological systems promotes better understanding of mind-body relationships important to hunger, thirst, sex, sleep, emotion, learning, and memory. Students also examine medical theories, assessment, and treatments of psychological disorders including new imaging technologies and drug therapy. Prerequisite: PSY 101 or equivalent.

PSY 352 Cognitive Psychology 3 Credits
Cognitive psychology takes a scientific approach to understanding the fundamental mental processes involved in everyday cognition. This course covers the topics of perception, attention, memory, and language by examining both classic and contemporary cognitive psychology methods and experimental results. Prerequisites: PSY 101 and PSY 326 (may be taken concurrently with PSY 326).

PSY 495 Adult Development Capstone 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of adult development. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

PSY 496 Applied Project 3 Credits
This course provides a synthesis of the major ideas, perspectives, theories, and concepts gained from the study of psychology. A substantive simulated research project is created, providing students the opportunity to integrate key learning and knowledge gained from throughout the degree program. Prerequisites: Successful completion of the General Education Capstone course and the majority of the major coursework.

PSY 600 Introduction to Graduate Study in Psychology 3 Credits
This course provides an introduction to graduate study at Ashford University in the field of psychology. Students will explore psychology as a science and profession. They will examine professional roles and organizations, ethics and professional standards, theoretical perspectives, and contemporary practical applications of psychology to real-world situations.

PSY 605 Developmental Psychology 3 Credits
This course will cover developmental and contextual experiences of humans across the lifespan. Emphasis will be placed on issues and questions that have dominated the field over time and continue to provide impetus for research. Interactions will focus on articles that describe and illustrate current theories and trends. Students will read selected research articles and self-select additional readings related to weekly topics and personal interest. These topics include theoretical trends and foundations in research, policy and ethics, health and wellness, human developmental context, and end-of-life issues.

PSY 610 Applied Social Psychology 3 Credits
This course provides a comprehensive examination of the science of social psychology as well as how it is applied to manage and aid the understanding of contemporary social issues. Topics include social quandaries encountered in the fields of mental and physical health, the workplace, the education system, and the legal system. Students will study seminal theories and research that informs the practical application of social psychology to real-life situations. Students will also apply social psychology theory and research to explain current social issues.

PSY 615 Personality Theories 3 Credits
This course provides an overview of the basic concepts and principles of the major theories of personality. Students will assess the scientific worth and validity of these theories based on case studies that show how these theories are applied to the treatment of psychological disorders and how personality assessments are applied in different settings. Detailed descriptions of healthy and unhealthy personality types will be stressed, and students will be challenged to evaluate various assessment tools as they relate to the respective theories being presented.

PSY 620 Learning & Cognition 3 Credits
This course introduces students to multiple dimensions of learning and cognition, which range from the basic processes underlying learning to the contexts that promote self-regulation and metacognition. As the foundation of cognitive psychology, learning and cognition encompasses many topics including attention, memory, categorization, problem solving, epistemology, language acquisition, and recognition of diversity. During the course, students will study a broad range of content through an eclectic collection of peer-reviewed articles focusing on the different aspects of learning and cognition. This course highlights main findings, established facts, and skills in learning and cognition that are applicable to a wide range of contexts.

PSY 625 Biological Bases of Behavior 3 Credits
In this course students will explore the detailed anatomy and physiology of the brain, including cellular physiology, synaptic transmission, and clinical neuroanatomy. Theories that focus on the relationship between brain function and behavior will be reviewed, and students will illustrate their understanding of important brain networks, including those involved in sensation/perception, language, memory, movement, and emotions. Through a review of the history of behavioral neuroscience, students will learn about the relationship between symptom presentation and underlying theories of neuroanatomy/neurophysiology as well as how these concepts have evolved over time. Students will also become familiar with important research methods used in neuroscience by analyzing current concepts in brain aging and neurodegenerative diseases. For the final assignment in the course, students will design a grant proposal that focuses on a particular disorder/syndrome in the area of neurophysiology.

PSY 630 Psychopharmacology 3 Credits

Students will examine the activity of drugs, both therapeutic and recreational, on the body with an emphasis on the brain. Theories of the biological basis of psychiatric disorders will be explored as a basis for examining the professional standards behind therapeutic drug use. The history of drug use, research methods and ethical concerns will be examined.

PSY 635 Research Design & Methods 3 Credits

This course reviews the basic concepts of common quantitative research methods and introduces research design using qualitative and mixed methods. In the review of quantitative methods, emphasis will be placed on experimental research designs. Students will be challenged to select appropriate research designs and methodologies for various research questions. The course will culminate in a detailed research proposal on topics chosen by the students.

PSY 640 Psychological Testing & Assessment 3 Credits

The course includes an overview of individual and group approaches to testing in psychology. Students will review psychological assessments utilized to evaluate personality, intelligence, achievement, and career-related interests and skills in a variety of work settings. The course will provide students with opportunities to analyze psychometric methodologies typically employed in the development and validation of psychological and educational tests. Students will apply knowledge of psychological measurement principles to testing and assessment data with an emphasis on ethical and professional interpretation. Issues and challenges related to testing and assessment with diverse populations will be integrated into the course.

PSY 645 Psychopathology 3 Credits

This course introduces students to objective and phenomenological understandings of psychological symptoms and disorders. Students will draw from various theoretical and historical perspectives to build their understanding of diagnostic and treatment methods for psychological disorders and develop their appreciation for evidence-based practices. Additionally, students will be encouraged to conceptualize psychopathology from a socioculturally sensitive standpoint through the examination of culture-related syndromes. Diagnostic manuals and handbooks will be discussed and used throughout the course.

PSY 650 Introduction to Clinical & Counseling Psychology 3 Credits

This course examines similarities and differences in clinical and counseling psychology, with an emphasis on professional roles and activities. Students will gain greater awareness of their attitudes toward various ethical and professional issues, psychotherapy modalities, theoretical orientations, and clinical interventions through case studies. Evidenced-based practices and psychotherapy integration will also be covered during the course.

PSY 699 Master of Arts in Psychology Capstone 3 Credits

The capstone course is the culminating educational experience for the Master of Arts in Psychology. In this course, students will integrate and apply what they have learned throughout the program to meet competencies as outlined in the program learning outcomes. Students will be exposed to a holistic view of psychology as a discipline, and they will be encouraged to think critically about the broader themes that link various subfields of psychology. Students will reflect on the experience of the program as a whole and will consider how the program's themes apply to a variety of civic and professional settings. The capstone affords students a final opportunity to practice and demonstrate the skills they will need to succeed after graduation.

RES Real Estate Studies**RES 301 Principles of Real Estate 3 Credits**

This course introduces students to the general principles of real estate, to include industry terminology, ethics, deeds, listing and purchase agreements, agency, contracts, and property valuation decisions.

Emphasis will also be on factors impacting local and national real estate markets.

RES 325 Real Estate Practice 3 Credits

This course examines the basic job functions of real estate salespersons and brokers. Property listing, advertising, escrow, sales, and establishing a client base will be covered with practical applications for completing successful transactions.

RES 327 Real Estate Economics 3 Credits

This course is a study of the foundational economic principles of real estate with an overview of the U.S. capitalist system. Focus will be on land use, markets, cycles and growth patterns, as well as property and income taxation.

RES 334 Real Estate Finance 3 Credits

This course primarily examines the residential real estate finance markets and their impacts on consumers, but will also cover facets of commercial real estate. Mortgage options and purchase costs will be highlighted with attention to theories of real estate investment.

RES 345 Legal Aspects of Real Estate 3 Credits

This course is a study of the legal system and its impact on purchase, ownership, sale, and leasing of real estate. Topics to be covered include contracts, wills, zoning, and environmental law, as well as Constitutional issues in real estate.

RES 429 Property Management 3 Credits

This course provides the framework for the management and development of inventory of private and commercial real estate properties on a large scale. Included emphases are the roles of the property manager, landlord duties and policies, leases, maintenance, reports, and insurance.

RES 431 Commercial Real Estate Investment 3 Credits

This course examines investment transactions, asset management, and enterprise management as the core components of commercial real estate investment. Methods for determining the value of commercial properties and the sources of real estate capital are also discussed.

RES 450 Real Estate Appraisal 3 Credits

A study of the functions and approaches to appraisal, which include cost, income, and the direct sale comparison approach. The social and economic factors that impact determination of value will be discussed with emphasis on analyzing market data.

RES 497 Strategic Management of the Real Estate Enterprise 3 Credits

This capstone course discusses the managerial decision-making and problem-solving processes that determine the failure or success of a real estate enterprise. Strategy formulation, implementation, and evaluation and control are key points of comprehensive focus. The course also incorporates program comprehensive demonstrations of knowledge. Prerequisite: Successful completion of the General Education Capstone course.

SCI Science**SCI 207 Dependence of Man on the Environment 4 Credits**

In this course, learners deepen their understanding of the importance of natural resources to mankind. Students explore physical, biological, and ecological principles, examine how human alterations affect the environment, and reflect on the controversies surrounding various approaches to addressing environmental problems and the steps some communities have taken to address these challenges.

SCI 208 Humans and the Environment 4 credits

In this course, learners deepen their understanding of the importance of natural resources to humans. Students explore physical, biological, and ecological principles, through traditional and laboratory investigation to examine how human alterations affect the environment, and reflect on the controversies surrounding various approaches to addressing

environmental problems and the steps some communities have taken to address these challenges. (Equivalent to SCI 207).

SOC Sociology

SOC 101 Introduction to Sociology 3 Credits

This introductory course presents basic concepts, theories, and research in sociology. Group organization, sex and gender, marriage and the family, sports as a social institution, and collective behavior are among the topics considered.

SOC 120 Introduction to Ethics & Social Responsibility 3 Credits

This course introduces the basic ethical concepts and explores philosophic perspectives for understanding the meaning of social responsibility. Topics include ethical theories, the role of government, the role of corporations, environmental issues, and ethical integrity.

SOC 203 Social Problems 3 Credits

Drugs, poverty, illiteracy, homelessness, AIDS, undocumented aliens, single-parent families, urban and farm crises, and racial and environmental issues are examined. Possible causes and remedies are scrutinized.

SOC 304 Social Gerontology 3 Credits

The course focuses on social stereotypes and prejudice against the aged, discrimination, friends and family, care giving, living environments, demography, senior political power, legislation, elder abuse, and death and dying.

SOC 305 Crime & Society 3 Credits

The course considers the basic sociological theories and research findings concerning crime. The punishment and corrections process, organized crime, corporate crime, the police, the courts and the impact of crime on the victim are examined.

SOC 308 Racial & Ethnic Groups 3 Credits

The course considers major racial and ethnic groups, especially African Americans, Asian Americans, ethnic Whites, Hispanics, and Native Americans. The focus is on the traits of each group and its pattern of adaptation to the larger society.

SOC 312 Child, Family & Society 3 Credits

This course provides an overview of the child (infant through elementary) and the reciprocal relationships children develop with their family, their school, and the world in which they live. Theories pertaining to the roles and relationships within and between families, schools, and communities are introduced with an emphasis on enabling students to identify family needs and concerns and to use a variety of collaborative communication and problem-solving skills to assist families in finding the best available community resources to meet these needs. Students themselves explore various community resources that further the development of the child's potential.

SOC 313 Social Implications of Medical Issues 3 Credits

An introductory course that provides learners with a basic foundation of human biology applicable to human service and health and human services providers. The course explores basic human biology and its relationship to selected socio-cultural domains that are grounded in Bronfenbrenner's Ecological Model of Human Development.

SOC 315 Cross-Cultural Perspectives 3 Credits

Culture and politics in Europe, Latin America, the Arab world, India, East Asia, and other areas are examined. Emphasis is on viewing the world from the diverse perspectives of other cultures and political systems. Topics and regions vary.

SOC 318 Sociology of Sport 3 Credits

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

SOC 320 Public Policy & Social Services 3 Credits

An examination of public policies and the social services they mandate. The major focus is on American government policy at all levels and the detailed content of social services. Some consideration of other nations and international agencies is offered. Policies and services pertaining to a variety of areas including urban life, poverty, health care, substance abuse, children, the aged, unemployment, and mental health are studied.

SOC 322 Sociological Aspects of Adulthood 3 Credits

Utilizing a multi-disciplinary approach, this course provides an introduction to the field of gerontology and its social implications. Social, psychological, and physical aspects of aging are overviewed as well as an exploration of the demographic shift taking place and the meaning and impact of the shift in terms of issues and policies arising from the graying of America. Other course topics include common aging changes/conditions, myths and stereotypes, the effects of health and illness on the individual, family, and society, and the impact of media, culture, and gender influences on aging.

SOC 326 Diversity & Aging 3 Credits

This course explores the diversity perspectives of culture, ethnicity, economic status, national origin, disability, gender, and sexual identity as related to aging. Emphasis is placed on the ethnic perspectives of aging across cultures.

SOC 331 Social Justice & Ethics 3 Credits

This course examines the foundations of social justice theory and their application to criminal justice theories and practice. Issues such as poverty, social policy, diversity, welfare, and alternative social programs provide students with a working understanding of the interrelation and copasetic relationship between social and criminal justice issues. Students will also understand ethical applications for both social justice initiatives as well as the ethics of criminal justice policies and initiatives.

SOC 333 Research Methods 3 Credits

This course examines quantitative, qualitative, mixed methods and associated data interpretation within the context of research, policy and practice within the social sciences. This course also examines the relationship between research, policy and/or theory. Students will examine types of data, measurement scales, hypotheses, sampling, probability, and varied research designs for research in the social sciences and related disciplines.

SOC 402

Contemporary Social Problems & the Workplace 3 Credits

This course presents an analysis of major contemporary social problems, especially in the United States. Attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.

SOC 490 Social Science Capstone 3 Credits

This course requires students to reflect upon and synthesize the major insights gained in their study of the Social Sciences. A substantive paper is developed which requires students to critically analyze their experiences and knowledge in order to build leaders in the interdisciplinary field of Social Science. Prerequisite: Successful completion of the General Education Capstone course.

SPA Spanish

SPA 103 Beginning Spanish I 3 Credits

This course is designed for beginning Spanish speakers with no previous college course work in Spanish. The goal of this course is to enable students to acquire a basic mastery of the following four language skills: listening, speaking, reading, and writing. The course will emphasize practice of grammar and communication skills.

SPA 104 Beginning Spanish II**3 Credits**

Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisite: SPA 103 or departmental approval.

SPE Speech**SPE 103 Oral Communication****3 Credits**

Students learn basic theory and practice of oral communication. Topics include language, listening, causes of communication breakdown, feedback, nonverbal communication, audience analysis, reasoning, organization and development of messages, and delivery strategies. Oral assignments may range from informative, persuasive, and ceremonial speaking to small group discussion and oral interpretation.

SRM Sports and Recreation Management**SRM 320 Organization and Administration of Sports & Recreation Management****3 Credits**

Reviews the principles of organizational structure and behavior within sport organizations. Topics include organizational policies and procedures, organizational effectiveness, communication networks, and leadership values. Prerequisite: Junior standing or permission of instructor.

SRM 325 Case Research in Sports & Recreation Management**3 Credits**

Sports as a subject matter is very ancient and its marketing can be traced to even its earliest days. However, as an integral portion of contemporary society, successful sporting events or seasons generally require professional marketing efforts. Utilizing the principles of management, marketing and other relevant disciplines this course will use case studies, class discussions, and projects to enhance the student's collective expertise in this area of Sports and Recreation Management. Prerequisite: Successful completion of the General Education Capstone course.

SRM 410 Contemporary Issues in Sports Marketing & Management**3 Credits**

Sport has become a major business enterprise in the United States and in much of the world. This course helps students understand the scope of the sport industry, to include identifying career opportunities in various segments of the sport industry. The course also examines the managerial process to include the functions of management, as well as the roles, skills, and attributes required of sport managers. Special attention is given to examining the unique characteristics of sport and the resulting social and ethical responsibilities of sport managers.

SRV Service Management**SRV 301 Introduction to Service Management****3 Credits**

This course introduces management in the 'intangible industries' organization and addresses the central challenges presented by services organizations. The course also addresses the need for value creation through customers, the role of organizational leadership, and the role of services in modern society.

SRV 312 Service Operations Management**3 Credits**

This course is an introduction to service-related operations in a variety of business sectors and is studied through the shared aspect of their service elements, drawing upon service management theory to provide the academic framework. Students are introduced to operations management principles, and study the role of the operations manager within service organizations. Prerequisite: SRV 301.

SRV 332 Fundamentals of Hospitality**3 Credits**

This course is a survey of the interrelated industries that comprise the hospitality and tourism industry. The course also introduces the student to the major concepts and components that representing the hotel, food and beverage, restaurant, recreation, theme parks, gaming, club

management, convention and event planning, cruises, and tourism services industries. Prerequisite: SRV 301.

SRV 333 Resort Management**3 Credits**

This course provides an overview of resort management and operations in the context of ski, golf, gaming, and other types of resorts. The basic principles of marketing, management, and development of a resort will be covered. The course includes a review of the history of the growth of resorts in the United States, expansion of resorts worldwide, and their operations and characteristics. Prerequisite: SRV 301.

SRV 340 Marketing in a Services Environment**3 Credits**

This course is designed to provide an introduction to the general principles of marketing and an in-depth study of services marketing theory. The concepts the student learns will enable students to develop the skills appropriate in an emerging service economy. The student will be exposed to the relationship between services marketing and the consumer experience. There will be opportunities for the student to apply services marketing theory in non-profit, mass-market retail, hospitality, and restaurant enterprise environments. Prerequisite: SRV 301.

SRV 346 Introduction to Restaurant Management**3 Credits**

Identifies the crucial elements involved in the successful operation of a restaurant and how they interrelate. Students are taken through the process of creating a concept, developing a menu, budgeting and controlling costs, staffing the restaurant, purchasing food and equipment, bar and beverage management, daily operations, and developing a restaurant marketing plan. Prerequisite: SRV 301.

SRV 347 Sanitation & Safety**3 Credits**

This course introduces the student to public health problems that relate to the hospitality industry. Topics include disease transmission through improper food handling and cooking, major types of micro-organisms, environmental conditions which encourage bacterial growth, fire prevention methods and safety, and sanitation rules and practices. Prerequisite: SRV 301.

SRV 423 Food & Beverage Control**3 Credits**

This course is a study of the systems and techniques appropriate to manage food, beverage, and labor costs in restaurant and catering operations. Topics addressed include management, marketing, menu development, costs and pricing, quality assurance, production, and operational analysis. Prerequisite: SRV 301.

SRV 425 Event, Meeting, & Conference Management**3 Credits**

In this course, students learn strategies to develop meaningful, well-organized conferences, meetings, and special events. The course addresses event logistics, facilities management, event compliance with ADA and other laws/regulations, contract negotiation, labor planning, and issues with food and beverage management. Prerequisite: SRV 301.

SRV 428 Non-Profit Agency Management**3 Credits**

This course serves as an introduction to the non-profit organization and management. Discussions will focus on mission, leadership, marketing, community relations, fund development, staff supervision and professional development. Prerequisite: SRV 301.

SRV 429 Fiscal Management of Nonprofit Organizations**3 Credits**

This course examines the principles and practices of financial management in nonprofit organizations. It is designed to teach students how to use financial information in the management of nonprofit organizations. The use of case studies and applied examples intends to make the course especially practical to those working in the nonprofit environment. Prerequisite: SRV 301.

SRV 438 Menu Planning & Design**3 Credits**

This course includes food service design concept including the menu, the location, and the type of clientele expected. Students will also demonstrate an understanding of menu layout, including selection, development, price structure, and restaurant style. Prerequisite: SRV 301.

SSC Social Science

SSC 101 Introduction to Social Sciences

3 Credits

This course introduces students to the interdisciplinary field of social sciences and some of the disciplines that comprise this field, including anthropology, sociology, political science and history. These subject areas figure prominently in the Social Science major. In this course, students will learn important social science concepts and theoretical approaches, along with the research methods that social scientists use to study human behavior. Throughout the course and through a summative assignment, students will examine how social factors shape social behavior, and some of the consequences of current social problems.

SECTION NINE: UNIVERSITY PERSONNEL

Board of Trustees

Dr. Gregory Geoffroy, Chairperson

Dr. Gregory L. Geoffroy brings more than 30 years of experience in higher education to the Ashford University Board of Trustees. Currently, he is President Emeritus at Iowa State University in Ames, Iowa, where he spent the previous ten years as the institution's President. From 1997 to 2001, Dr. Geoffroy served as Senior Vice President for Academic Affairs and Provost at University of Maryland in College Park, Maryland. He was at Pennsylvania State University from 1974 to 1997, where he held a variety of leadership positions, including Dean of the Eberly College of Science and Head of the Chemistry department. Dr. Geoffroy currently sits on the Board of Directors of the Bankers Trust Corporation and is a Grand Council Member of Tau Kappa Epsilon fraternity. He earned a PhD in Chemistry from the California Institute of Technology and a BS in Chemistry from the University of Louisville.

Ms. Mary Jo Maydew, Vice Chairperson

For more than 30 years, Mary Jo Maydew has been providing financial guidance to colleges and universities. From 2000 to 2011, she was the Vice President for Finance and Administration at Mount Holyoke College in South Hadley, Massachusetts where she had previously been Treasurer since 1987. Prior to that, Ms. Maydew held the positions of Assistant Treasurer and Assistant to the University Controller at Cornell University. Currently, Ms. Maydew serves on the Board of Directors for the Center Redevelopment Corporation and the Investment Committee for The Loomis Communities. In addition, she recently completed a seven-year term as a Commissioner on the New England Association for Schools and Colleges Commission on Institutions of Higher Education. She has served on the Board of Directors for several educational organizations, including the Tuition Plan Consortium, the National Association of College and University Business Officers, and the Eastern Association of College and University Business Officers. Ms. Maydew earned her MBA from Cornell University and her BS in Accounting from the University of Denver.

Lt. Col. Paul Aguirre

Lt. Col. Paul Aguirre is the Logistics Readiness Squadron Commander for the 161st Air Refueling Wing (ARW) of the Arizona National Guard. In this role, he manages a professional support staff that includes legal, chaplain, public affairs and other support functions. He has served

over 22 years in the military, deploying to Afghanistan in 2011 to 2012, where he worked in the Chief of Staff's office at the NATO Headquarters in Kandahar, Afghanistan. His diverse management experience includes serving as Public Affairs Officer for the Arizona National Guard, where he represented the over 8,000 members of the Arizona Department of Emergency and Military Affairs to media and community groups. He also has an extensive financial management background that includes 12 years as the Comptroller for the 161st ARW, managing an annual budget exceeding 40 million dollars, and Resource Manager for the Joint Counter Narcotics Task Force, a joint Army and Air Guard program supporting local, county, state and federal law enforcement agencies. He has served on the Board of Directors of the Arizona Hispanic Chamber of Commerce and the National Guard Association of Arizona. A strong advocate for adult education, Lt. Col Aguirre earned his BA from the University of Phoenix while on active duty with the Arizona National Guard.

Dr./Sister Ruth Cox

Sister Ruth Cox is a member of the Sisters of St. Francis in Clinton, Iowa. Sister Ruth is also currently a Fellow and an Adjunct Assistant Professor of Nursing for The Center of Nursing Classification and Clinical Effectiveness at the College of Nursing at the University of Iowa. Prior to her role at the University of Iowa, Sister Ruth was an Adjunct Faculty member at Kirkwood Community College, President and CEO of The Alverno Health Care Facility, and Assistant Professor of Nursing at Loyola University of Chicago and Barry University in Miami Shores, Florida. She has served professionally in many roles, including the Leadership Council of the Sisters of St. Francis, the research team for Nursing Outcomes, and the Iowa Advisory Board for the Iowa Foundation for Medical Care. Sister Ruth has delivered numerous papers and presentations on the topic of nursing. She holds a Ph.D. from the University of Iowa, and earned her MA, MSN, and BS from Loyola University of Chicago.

Dr. Merle W. Harris

Dr. Merle W. Harris brings 45 years of educational experience to the Ashford Board of Trustees. She has served in a variety of roles at institutions of higher education, high schools, grade schools and the Connecticut Department of Higher Education. Most recently, she served as Professor of Undergraduate and Graduate Programs in Public Policy and Higher Education Policy, Law and Foundations at Charter Oak State College and the University of Hartford in Connecticut. Dr. Harris also works as a consultant in planning, policy development and accreditation in education and higher education. From 1989 to 2008, Dr. Merle served as Executive Director of the Board for State Academic Awards and President of Charter Oak State College. She also served as Interim

President of Central Connecticut State University and as Deputy Commissioner of the Division of Research Planning for the Connecticut Department of Higher Education. Dr. Merle currently sits on the Board of Regents for Higher Education and the Connecticut Allied Health Policy Board. She earned her EdD in Education Policy, Research and Administration from the University of Massachusetts, and her MS in Guidance and Counseling and BS in Education from Central Connecticut State College.

Dr. Albert K. Karnig

Dr. Albert Karnig was President of California State University, San Bernardino from 1997 to 2012. During his tenure, he helped the University achieve major milestones in enrollment, diversity of faculty and students, grant and contract funding, fundraising, and international program development. Previously, Dr. Karnig served as Provost at the University of Wyoming and Associate Vice President for Academic Affairs at Arizona State University. He also directed Arizona State's School of Public Affairs, which at the time was ranked among the nation's ten leading public policy and administration programs. Dr. Karnig currently sits on the Board of Directors for the California University of Science and Medicine, the California Council on Economic Education, the San Bernardino County Alliance for Education, and the KVCR Public Radio and Television Education Foundation, Inc. Dr. Karnig earned his Bachelor's degree from Augustana College and his Master's and Doctorate degrees in Political Science from University of Illinois. While at the University of Illinois, Dr. Karnig became a Woodrow Wilson Fellow, an N.D.E.A. Fellow, and a Kendrick Babcock Fellow.

Dr. Carol Kasworm

Dr. Carol Kasworm has nearly four decades of experience studying adult learners and is considered a leading authority on adult undergraduate students in higher education. She is the W. Dallas Herring professor emerita of adult and community college, formerly of the Department of Leadership, Policy and Adult and Higher Education at North Carolina State University. Her research interests have focused upon the adult undergraduate experience, including the nature of learning engagement and participation patterns of adult students, the situated influences of varied higher education contexts on adult learners, and the role of adult higher education in a lifelong learning society. Dr. Kasworm has held faculty appointments at University of Texas – Austin, University of Tennessee – Knoxville, University of Houston – Clear Lake and University of South Florida. She has also served as Associate Dean of Research and Technology in the College of Education at University of Tennessee – Knoxville and Associate Vice Chancellor for Faculty and Program Development at University of Houston – Clear

Lake. In 2002, Dr. Kasworm was inducted into the International Adult and Continuing Education Hall of Fame. She received her BA in Psychology and Sociology from Valparaiso University, her MA in Higher Education Administration from Michigan State University and her EdD in Adult Education from the University of Georgia.

Dr. Paula Kelly

Dr. Paula Kelly has more than 20 years' experience in higher education extended studies leadership and served as the Dean of the College of Extended Studies at San Diego State University. She was responsible for building strategic alliances with external partners including corporations, other universities, ministries, and governmental agencies. She has a background in entrepreneurial self-support education and international business, and traveled to more than 30 countries in Asia, Europe, South America, and the Middle East to market and develop College of Extended Studies international training and development programs for SDSU. Dr. Kelly has served on several Boards of Directors including the University Continuing Education Association (UCEA), World Trade Center, Asian Business Association, and St. Vincent de Paul Village. Dr. Kelly earned her doctorate in Education Leadership and Masters in Business Administration from the University of San Diego. She served as the Development Director for USD, Vice President of Development for Monarch School, and she is currently the Director of Development for International Relief Teams. Dr. Kelly has expertise in board development and corporate, foundation, major gift and capital campaign fundraising.

Dr. Meredyth A. Leahy

Dr. Meredyth A. Leahy has over 30 years of experience working with adult educators and adult learners in basic literacy, secondary, continuing and higher education, in both public sector and military education venues, including Temple University and the Pennsylvania Department of Education, Cabrini College, Muhlenberg College, and Excelsior. From 1994 to 2008 she served as Dean, School of Liberal Arts, Excelsior College, Albany, New York. Since her retirement, she has served as distance education adjunct faculty for Excelsior College teaching an undergraduate course on the history and philosophy of American education, and North Carolina State University where she taught a graduate course on the adult learner. She recently joined the American Council on Education's Military Installation Voluntary Education Review (MIVER) as a program review team member. Dr. Leahy earned her Bachelor's degree from Edinboro State Teachers College and her Master's and Doctorate degrees in adult education from Temple University, Philadelphia, Pennsylvania.

Dr. Craig W. Linebaugh

Dr. Craig W. Linebaugh brings a wealth of experience in higher education to the Ashford Board of Trustees. He has spent more than 35 years at The George Washington University serving in a variety of leadership roles, including Senior Associate Provost of Academic Operations, Associate Vice President for Academic Planning, and Chief Academic Operating Officer of the Virginia Science and Technology Campus in Ashburn, Virginia. Currently, he is a Professor of Speech and Hearing Science and a Research Professor of Medicine at The George Washington University. Dr. Linebaugh sits on the Board of Trustees Committee on a Science and Engineering Complex. He earned his post-doctoral fellow in Speech-Language Pathology from the Mayo Clinic, his PhD in Speech and Hearing Science and MA in Speech-Language Pathology from Temple University, and a BA in English Literature from Lebanon Valley College.

Dr. Geri Hockfield Malandra

Dr. Geri H. Malandra is the founder and principal of Malandra Consulting LLC, a firm created to assist higher education leaders with the development and implementation of outcomes-focused management, accountability, and policy initiatives. From 2012-2013, she served as Senior Advisor to the President of Kaplan University, after serving the previous two years as Provost. Prior positions include her role as the Senior Vice President for Leadership, Membership, and Policy Research at the American Council on Education, and as Vice Chancellor for Strategic Management for the University of Texas System. Dr. Malandra also served as Associate Vice Provost at the University of Minnesota, where she spent more than 16 years working in various leadership capacities. Her public service includes an appointment by former U.S. Secretary of Education Margaret Spellings to serve as a member and Vice Chair of the National Advisory Committee on Institutional Quality and Integrity. Dr. Malandra holds her MA and PhD in Ancient Studies from the University of Minnesota, Minneapolis. She earned her BA from Carleton College in Northfield, Minnesota.

Dr. Peter J. Negroni

Dr. Peter J. Negroni is currently Senior Advisor and consultant to EMC Publishing and the College Board. A career educator with more than 50 years of experience in education, Dr. Negroni spent 30 years in the New York City Public Schools, starting as a teacher and ending with 10 years as a school superintendent in the Borough of the Bronx. During his career, Dr. Negroni acted as the Executive Director of an educational foundation in Catawba County, North Carolina, where he led an effort to reform the school districts in that county. In 1989, he was appointed Superintendent in Springfield, Massachusetts, where he earned a national reputation as a transformational

leader and was awarded the recognition of Superintendent of the Year. In 2000, Dr. Negroni returned to New York City to assume the position of Senior Vice President at the College Board, where he spent 13 years leading major efforts in the K-12 and International Divisions before retiring in August 2013. Dr. Negroni holds a doctorate from Fairleigh Dickinson University in Teaneck, N.J and a bachelor's degree from Iona College in New Rochelle, New York.

Ms. Cheryl Ann Oldham

Cheryl Ann Oldham is Vice President of Education Policy at the U.S. Chamber of Commerce. Her 20 years of experience in public policy, education, and government relations includes eight years of service in President George W. Bush's administration. Most recently, she served in a variety of roles with the U.S. Department of Education, including Acting Assistant Secretary for the Office of Postsecondary Education, Chief of Staff for the Office of the Under Secretary of Education, and Executive Director for the Secretary of Education's Commission on the Future of Higher Education. Oldham began her career serving as Health and Human Services Policy Director for the Texas Office of State-Federal relations in Washington, D.C. She also currently serves on the National Workforce Solutions Advisory Board. Oldham earned her JD from St. Mary University's School of Law and her BA in Political Science from Texas Christian University.

Dr. Karen Paulson

Dr. Karen Paulson is a Senior Associate at the National Center for Higher Education Management Systems (NCHEMS). Her areas of expertise include assessment, evaluation, accreditation, and the use of data in state policymaking; she has worked at over 40 postsecondary institutions and in 30 states. She conducts evaluations for institutions and consortia with externally funded projects including the State Scholars Initiative, Title III, Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive, and Learning Anytime Anyplace Partnership grants. She is the author of "Developing Public Agendas for Higher Education: Lessons for Comparative State Higher Education Policy," in *State Postsecondary Education Research: New Methods to Inform Policy and Practice*, edited by K. M. Shaw and D. E. Heller in 2007, "Adult Learners in the United States: A National Profile" (co-authored with Marianne Boeke for the American Council on Education, 2006), and "A Data Audit and Analysis Toolkit to Support Assessment of the First College Year" (2003). She holds engineering degrees in addition to her higher education study. Her Ph.D. is in Higher Education with a minor in Policy Analysis from The Pennsylvania State University.

Dr. Craig Swenson

Dr. Craig Swenson is the President and Chief Executive Officer of Ashford University. With more than 40 years of experience in higher education, Dr. Swenson is a recognized national leader in higher education. In 2015, Dr. Swenson served as Interim President of University of the Rockies. Prior to that, he served as Chancellor Emeritus and was a Professor of Higher Education Administration at Argosy University. He also served as Chancellor of the Argosy System for seven years and held the position of Chief Academic Officer for Education Management Corporation for several years. Before his tenure at Argosy University, Dr. Swenson was Provost and Vice President of Academic Affairs at Western Governors University. Prior to that, he served as Provost and Senior Vice President of Academic Affairs over the University of Phoenix system. At University of Phoenix, he was a Senior Regional Vice President and a Vice President/Campus Director. Dr. Swenson is on the Board of Directors of the Council for Higher Education Accreditation (CHEA) and he serves on the Advisory Board for the CHEA International Quality Initiative. He is active as a peer reviewer and accreditation team chair for the Commission on Senior Colleges of the Western Association of Schools and Colleges. Dr. Swenson has been a member of the National Advisory Committee on Institutional Quality and Integrity (NACIQI), advising the U.S. Secretary of Education on matters related to accreditation and the eligibility and certification process for institutions of higher education. In addition, he has served on the Jacob K. Javits Program Fellowship Board at the U.S. Department of Education. He was a non-federal negotiator for the U.S. Department of Education Negotiated Rulemaking process in 2007. Additionally, he was a member of the U.S. Army Educational Advisory Committee, advising the Secretary of the Army on education and training matters. Dr. Swenson earned a PhD in Education with an emphasis in Adult and Organizational Learning at Walden University, a master's degree in Organizational Communication from Brigham Young University, and a bachelor's degree in Journalism and Mass Communications from the University of Utah.

Clinton Campus Student Information

Information below is provided for former Clinton Campus students who will be finishing their program of study at partner institutions or at Ashford University.

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Program Information:

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*Any updates to Ashford Faculty are presented on the
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July 3, 2012

Elizabeth Tice
President and CEO
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Dear President Tice:

At its meeting June 13-15, 2012, the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (Commission) considered the report of the team that conducted a comprehensive review of Ashford University for initial accreditation, with a visit March 11-16, 2012. The Commission also had access to Ashford's report and exhibits submitted prior to the visit and your May 23, 2012 response to the visiting team report. The Commission appreciated the opportunity to discuss the review with you and your colleagues, Provost and Accreditation Liaison Officer Rebecca Wardlow, Chair of the Board of Trustees Meredith Leahy, and Board Member Karen Paulsen.

Summary of Action

The Commission acted to deny initial accreditation to Ashford University. The Commission found that Ashford had not demonstrated at this time that it complied with multiple aspects of the Standards of Accreditation at a substantial level, which is the requisite degree of compliance for initial accreditation. Described in more detail below, these areas, spanning across WASC's four Standards, are:

1. Student retention and completion, methods of tracking student progress, and support for student success (Criteria For Review (CFR) 2.6, 2.10-2.14);
2. Alignment of resource allocations with educational purposes and objectives (CFR 3.5);
3. A sufficient core of full-time faculty members, and a faculty model that provides for faculty development and oversight of academic policies and ensures the integrity and continuity of academic programs (CFRs 3.2, 3.11);
4. An effective system of program review (CFR 2.7);
5. An effective system for assessing and monitoring student learning and assuring academic rigor (CFRs 2.1, 2.2, 2.6, 4.4); and
6. An empowered and independent governing board and a clear and acceptable relationship with the parent company (CFRs 1.6, 3.9, 3.10).

Notably, Ashford was notified about WASC concerns in each of these areas by WASC and its Eligibility Review Committee in letters to Ashford dated May 23 and June 3, 2011, providing Ashford with early notice about these concerns. Given that there were multiple areas in which substantial compliance could not be demonstrated and that these areas fell into several aspects of the Standards of Accreditation, the Commission determined that a denial of initial accreditation of Ashford was the appropriate action.

The Commission noted that Ashford had recently made efforts to address the areas cited above and progress had been made; however, the impact of these pilots and new measures cannot yet be measured. The Commission also acted to permit the University to reapply for accreditation with a single visit in spring 2013, which would allow action by the Commission on the reapplication in June 2013.

Background

Ashford University is currently accredited by the Higher Learning Commission (HLC) of the North Central region; its last accreditation by HLC occurred in 2006. Ashford's on-ground campus is located in Iowa, which falls within HLC's North Central region. Ashford is seeking accreditation by WASC because, since 2006, the primary locus of its activities has shifted from Iowa to California. This geographic change occurred in conjunction with a 2005 change in ownership and control of the institution. Since then, the scale of Ashford's operations and the nature of its degree programs also have changed significantly, with student enrollment growing more than tenfold as a result of a dramatic increase in online programs. Today, all but a small proportion of Ashford's students are served out of its San Diego headquarters, which houses its extensive online operation and is the home base for its leadership team and the vast majority of its faculty and staff. While Ashford remains accredited by HLC, new HLC policies requiring a substantial presence in the North Central region to qualify for HLC accreditation led Ashford to seek initial accreditation with WASC, which has authority to accredit institutions incorporated and having a substantial presence in California.

Ashford University first applied for eligibility to pursue initial accreditation by WASC in spring 2011. Ashford was found eligible to apply for WASC accreditation in May 2011 and, pursuant to its request, was permitted to pursue accreditation through a special, expedited process designed for institutions that are already accredited. Under this process, Ashford was asked to submit a comprehensive self-study report and exhibits that addressed all four WASC Standards of Accreditation and to provide information and materials to demonstrate Ashford's compliance with the WASC Standards. This report was followed by a single, comprehensive visit, described below.

In granting eligibility to apply for accreditation, the WASC Eligibility Review Committee and staff identified several areas for attention prior to the site visit under the WASC Standards and asked that these areas be addressed in the Ashford self-study report. These areas included the role of the governing board and the relationship of Ashford and its owner Bridgepoint Education, Inc.; the sufficiency of the full-time faculty, and faculty policies and governance; the adequacy of staffing and support to promote student success; detailed data on, and analyses of, student

retention and graduation; detailed information on recruitment and admissions practices; and financial and strategic plans. Following Ashford's eligibility review, and leading up to the site team visit, WASC staff was in frequent communication with University representatives about the review process.

In keeping with WASC policy and with guidance from the Eligibility Review Committee and WASC staff, Ashford submitted an extensive self-study, a set of required exhibits, and selected additional documents. The report was well-organized and written, but it would have been enhanced by deeper self-analysis, reflection, and inclusion of plans for improvement in identified areas. Following its initial review of the report, the WASC peer review team requested an extensive amount of additional documentation to verify information and to better understand the report narrative.

WASC undertook a thorough review of the institution and its self-study, exhibits, and documentation to ensure that the team would fully understand the institution and be able to evaluate it fairly and objectively under WASC Standards. The team consisted of 12 persons, each with extensive experience in higher education and specialized expertise in one or more areas of the WASC Standards. The team spent more than five days conducting the visit, traveling to both the Iowa campus and the operation in San Diego. Prior to the visit, the team undertook extensive preparation, including holding multiple conference calls to discuss preliminary observations and develop lines of inquiry, observing online classes, and examining thousands of pages of additional documents provided by Ashford. A pre-visit analysis of financial material was undertaken by a major auditing firm, which led to recommended areas for attention by the team. An electronic survey of students was conducted by WASC in addition to the usual WASC-hosted confidential email account to provide students and others with the opportunity to send comments to the team.

The Commission noted that during its entire relationship with WASC, in this review and the process leading up to it, Ashford has been cooperative and open with the WASC staff and team, and has evinced a desire to utilize the WASC process to examine and improve the quality of the education that it provides. This commitment was reflected in Ashford's responsiveness to requests for additional information and materials and in its implementation of changes undertaken prior to, during, and after the WASC evaluation process.

Ashford University has a number of strengths that were acknowledged by the team and the Commission. The University has a clear institutional identity and commitment to "affordability and accessibility," an evident spirit of innovation, and enthusiasm for serving a large and diverse student population. The Commission acknowledges the importance of this mission, which needs to be matched with institutional responsibility for assuring sufficient student support and academic quality for this important student population. Further, the Commission notes the substantial investment Ashford has made in improving and supporting the Iowa campus for residential students. The Commission commends the effective working relationship of the established administration, faculty, and staff in Iowa and the cadre of newer leaders and personnel in California. As the team noted, the Iowa campus serves as an "anchor identity" for the thousands of online students and is highly valued and supported. Finally, the Commission

commends the Ashford faculty and staff, which the team found to be “loyal and engaged” and dedicated to providing a quality education.

Ashford has experienced dramatic growth in a short time – moving from 10,000 students in 2007 (the year following Ashford's last reaccreditation by HLC) to nearly 100,000 students in 2012, with new students entering 50 times a year. The challenges that this rapid growth and enrollment model present to management, quality, and student success cannot be overstated. Although the team found that Ashford has sought to keep pace by building its infrastructure to support this large number of online students, many of its most promising initiatives are recent, some only undertaken within the last year. The Commission acknowledges Ashford's efforts, many of which are important in addressing identified areas of needed improvement, but finds that the impact of these new and important undertakings cannot yet be measured and assessed.

As stated in the WASC document, “How to Become Accredited,” for initial accreditation, the institution must demonstrate “substantial compliance” with each of the WASC Standards of Accreditation. As noted in detail below, the Commission found that Ashford did not demonstrate such substantial compliance with one or more elements of each of the four WASC Standards of Accreditation.

Commission Analysis


The Commission endorsed the findings of the team report and identified the following areas of noncompliance with WASC Standards:

Attrition, support for student achievement, and adequate levels of degree completion. The WASC Standards of Accreditation place great emphasis on student achievement and success. Retention of students, their persistence toward a degree, and completion of their desired degree within a reasonable amount of time are of critical importance. The Commission evaluated Ashford's effectiveness in this area in the context of the University's mission, the nature and qualifications of the students that the University serves, the programs it offers, and the modalities that it uses to deliver instruction. As detailed in the team report, a large proportion of students who enter the degree programs at Ashford withdraw, most within a short period of time – nearly 128,000 students have withdrawn in the last five years, during which time 240,000 new students were enrolled. This level of attrition is, on its face, not acceptable. The Commission does not have a single quantitative metric for retention and graduation rates, but relies on the characteristics of each institution cited above, the institution's analysis of and attentiveness to its retention and graduation data, the quality and clarity of its student data systems, and the steps being taken to improve identified areas in need of improvement.

As found by the team, Ashford has not yet developed a method to collect and display data on retention, persistence, and completion in a manner that can be easily understood, that lends itself to analysis, and that accounts for each student who is recruited and enrolled in a degree program. Ashford has only recently sought to understand and examine its high levels of attrition and to develop programs to support students to succeed in meeting their educational goals. The team found that in the months before the visit Ashford had initiated 11 action steps to improve


retention and that some of them were only being piloted. As stated by the team, “Controlling the enrollment process and improving persistence will be a challenge....”

The Commission acknowledges recent efforts to better understand the data on student success, to make changes in support programs, and to adopt policies that are designed to improve retention: for example, the new student orientation program and the class-size reductions that were being piloted at the time of the visit. However, concerted and systematic approaches to improve retention, persistence, and completion, with evidence-based plans, targets, and timelines, are not in place and the impact of recent changes cannot yet be measured. Therefore Ashford has not demonstrated substantial compliance with Standard 2, in particular CFRs 2.10-2.14.

 **Adequacy and alignment of resources with educational purposes.** Related to findings about student completion are concerns about the alignment of Ashford’s resources with its educational mission. As noted by the team, “historic spending patterns [show] relatively high funding levels for recruitment compared to resources to support academic quality and student success.” In particular, the team noted that “spending on student recruitment constitutes over 31% of Ashford spending, well above spending for instructional costs and services, which ... include both direct spending on faculty and the administration of financial aid, student services and academic support.”

WASC Standards reflect the Commission expectation that “[r]esources are aligned with educational purposes and objectives” (CFR 3.5) and that sufficient qualified staff and faculty are employed “to achieve the institution’s educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs....” (CFRs 3.1, 3.2) Among the areas in which resources were found by the evaluation team to be inadequate are the availability and staffing of student advising and other support services. Among the examples noted by the team are that Ashford employs only 14 writing specialists and 38 instructional specialists for a faculty of 2600 and a student body of 90,000. (CFRs 2.11-2.14) As noted below, the academic infrastructure of faculty and leadership for the size and complexity of the institution is also inadequate, with about 50 full-time faculty members, most recently hired, and a small cadre of academic administrators to oversee the work of thousands of adjunct faculty members. (CFRs 2.1, 3.1-3.2)


Again, the Commission acknowledges that the University has taken some steps to address these concerns, but the evaluation team and the Commission were not able to assess the impact of changes at this point in time. The Commission therefore finds that Ashford has not demonstrated that it is in substantial compliance with Standard 3, in particular CFRs 3.1, 3.2 and 3.10. (Also see CFR 1.3)

 **Adequacy of the Ashford faculty model and the role of faculty.** Ashford’s model of staffing and deployment of faculty can be characterized as “unbundled,” predicated on various functional aspects of the faculty role being divided among several categories of academic personnel, including those who are not designated as “faculty.” While the Commission is prepared to accept such divisions of roles, it found that the Ashford model in practice is not sufficiently well developed or implemented with enough evidence of its effectiveness to ensure that all crucial faculty functions are fulfilled. Without clear descriptions of each component of this model, an


evidence-based analysis of the appropriate qualifications and roles of each category of academic employee, and a description of working and reporting relationships among these groups, the Commission finds Ashford has not demonstrated that its model provides for a faculty “sufficient in number [and] professional qualifications” and with a “substantial and continuing commitment” to Ashford to meet WASC Standards.

The Commission found that a core of about 50 full-time faculty members, most recently hired, for the entire online division of more than 90,000 students, is not sufficient to provide leadership and oversight of an academic enterprise of the size and complexity of Ashford. (CFRs 3.1, 3.2, 3.11) Related is the lack of sound policies and practices about faculty, including the role of faculty in governance in the online division. At the time of the visit, Ashford had not established a clear role for the faculty to fulfill its responsibilities of oversight of the academic enterprise and had not set appropriate expectations about teaching load; advising and mentoring of students; and research, scholarship and creative activity of the faculty, especially in graduate-level programs where greater emphasis on these activities is expected.

The Commission finds that Ashford has not demonstrated that it is in substantial compliance with Standard 3, in particular, CFRs 3.1, 3.4 and 3.11.

 **Effectiveness of program review.** The WASC Standards of Accreditation set forth the expectation that an institution has a process for systematic program review, which includes an analysis of various aspects of program effectiveness, including evidence of student learning, and which is connected to planning and budgeting. (CFRs 2.7, 4.4) Ashford has only recently adopted and implemented program review, and only a small fraction of academic programs have been reviewed – six out of approximately 80 programs. As noted by the team, Ashford is in the “initial” stages of program review development, which is not adequate for initial accreditation. In addition to the small sample of program reviews that were completed, the team found that small data samples and lack of standards of performance in assessment tools raised questions about the reliability of learning data, which is an essential element of effective program review.

The Commission found that Ashford has not demonstrated that it is in substantial compliance with Standards 2 and 4, in particular CFRs 2.7 and 4.4.

 **Assessing student learning and assuring academic rigor.** Ashford has undertaken a variety of approaches to assess student learning, including having a number of courses reviewed externally. Nonetheless, Ashford’s capacity to assess student learning in a systematic and manageable way in its large online division is also in the “initial” or “emerging” stages, as defined by WASC rubrics, and does not yet provide adequate assurance that students are learning what they are intended to learn. (CFRs 2.4, 2.6) Ashford’s electronic system for assessing learning in signature assignments using standardized rubric-based tools, which is being piloted, is promising but has not been thoroughly tested, refined or deployed across programs.

Serious concerns also exist about the rigor of coursework, which varied from course to course and was not always at the appropriate level for the course. In addition, there was variation in the quality and extent of discourse between faculty members and students in online courses, which is a key component of the Ashford instructional model. By way of example, the team noted that

faculty responses to required student posts were often limited to a few words of encouragement and lacking in substantive exchange between student and teacher. (CFRs 2.1, 2.5)

The Commission found that results from outcomes assessments at Ashford are not yet systematically collected and used to demonstrate that students are learning as expected or that changes are implemented to improve learning where gaps are found. The Commission finds that Ashford has not demonstrated that it is in substantial compliance with Standards 2 and 4, in particular CFRs 2.1, 2.5, 2.6, and 4.6.

d **Independence of the Ashford governing board.** While Ashford is a subsidiary of Bridgepoint, Ashford is a separate entity seeking initial accreditation by the Commission. As such, Ashford must be able to demonstrate sufficient independence from Bridgepoint to assert control over the academic and fiscal elements of its programs. (CFR 1.6)

The Ashford board is only recently beginning to transition from one that has not operated independently from its parent company, with a majority of members, including the chair, appointed by the parent. Although the board is beginning to act more autonomously, draft agreements that would establish Ashford as having an independent board have not yet been implemented. (CFR 3.9)

Related is the matter of Ashford's working relationship with Bridgepoint. As noted by the team throughout its report, Bridgepoint provides a wide array of essential services to Ashford, but there is no formal agreement that indicates what these services are, how they are planned and agreed to, and how the costs are allocated. Given this situation, the Ashford board does not yet have sufficient control over its budget and plans, and key decisions about the allocation of resources continue to rest with Bridgepoint.

Finally, Ashford's financial results are reported in the Bridgepoint audited financial statements, which makes it difficult for the Commission to evaluate and verify financial viability and management of Ashford as an accreditable entity. The Commission finds that Ashford has not demonstrated that it is in substantial compliance with Standards 1 and 3, in particular CFRs 1.6 and 3.9, and the Policy on Related Entities.

Commission Action

In sum, the Commission found that Ashford has not yet demonstrated "substantial compliance" with one or more elements of each of the four Standards, thus warranting denial of initial accreditation. The efforts of the University to address many of the issues cited in this letter hold promise but, as indicated above, have often been implemented only recently, without sufficient time to demonstrate that changes have satisfactorily resolved these challenges. Moreover, these issues represent a cumulative set of concerns that has led to the Commission decision.

Because the areas in which substantial compliance was not demonstrated spanned across several key aspects of each of the Standards, the Commission determined that a decision to defer action with another visit was not appropriate. As noted in the policy on Commission Decisions on

Institutions, deferral is appropriate if the institution needs to provide “additional information or” to demonstrate “progress in one or more specified areas before a positive decision can be made.” In this instance, information and progress in more than a few specified areas is required for the Commission to find that Ashford has met the Standards at a substantial level, as required for initial accreditation.

Given the above, the Commission acted to:

1. Receive the visiting team report.
2. Deny initial accreditation of Ashford University.
3. Permit Ashford University to reapply for initial accreditation with a single Special Visit no sooner than spring 2013.

Subsequent Procedural Steps

Pursuant to the Commission’s Policy on Reapplication after Denial of Candidacy or Initial Accreditation, should Ashford reapply for accreditation by the Commission, it will be required to demonstrate that it has satisfactorily addressed the issues leading to the denial and that it can show that it has come into compliance with WASC Standards in these areas. To reapply for initial accreditation, Ashford must submit a detailed and documented report setting forth the actions that have been taken to address the issues that led to denial. The assigned WASC staff liaison and the previous team chair will review this material and determine whether Ashford has adequately addressed the issues leading to the denial, in keeping with the terms set forth in this action letter. The WASC staff liaison and team chair may determine either not to accept Ashford’s request or to recommend that Ashford be scheduled for the requisite visit for the purpose of re-evaluating the institution for initial accreditation. The reapplication report will serve as the report reviewed by the Special Visit team. The staff and team may request additional information and documentation, as needed, to provide a complete report for the team. In addition, Commission policy provides that if an institution does not reapply within two years of the Commission action, it will be required to reapply for eligibility.

The Commission also requests a meeting between WASC staff and Ashford representatives, including senior leadership, faculty leadership, the accreditation liaison officer, and the chair of the governing board within 90 days. The purposes of the meeting are to discuss the processes available to Ashford and Ashford’s plans for moving forward.

The Commission’s decision to deny initial accreditation is subject to the right of Commission review and subsequent appeal. Information concerning Commission review procedures is found in the Handbook of Accreditation under the heading “Commission Decisions on Institutions.” Please note that a request for review of this decision must be received in the WASC office by certified mail, within 28 calendar days of the date of this letter. Information about the subsequent WASC appeals process is found in the WASC Constitution, which is also available on the WASC website.

A public statement will be prepared in consultation with the institution for response to inquiries about this decision. The Commission reserves the right to make the final determination of the nature and content of the public statement. Enclosed is a copy of a draft public statement. Any comments you wish to make should be received in this office by 3:00 pm on July 6, 2012.

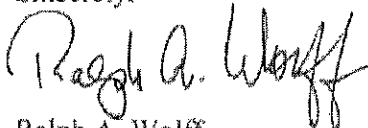
In keeping with WASC policy adopted in November 2011, this letter and the underlying team report will be posted on the WASC website on July 9, along with the public statement. If you wish to post a response to the letter and/or team report on your own website, WASC will also post a link to that response on its website. Any link that you wish to provide should be forwarded to the attention of Teri Cannon so that it may be included on the WASC website.

In accordance with Commission policy, a copy of this letter will be sent to the chair of Ashford University's governing board in one week.

As noted in the Commission policy, team reports and action letters are foundational for institutional accountability and improvement. Institutions are expected to disseminate these documents throughout the institution for the purposes of promoting ongoing engagement and improvement and encouraging internal communications about specific issues identified in team reports and action letters.

Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Ralph A. Wolff
President

RW/tc

cc: Linda Johnsrud, Commission Chair
Rebecca Wardlow, ALO
Meredith Leahy, Board Chair
Andrew S. Clark, CEO of Bridgepoint Education, Inc.
Sylvia Manning, Higher Learning Commission
Members of the team
Therese Cannon, Executive Vice President, WASC

Enclosure: Draft Public Statement

DRAFT Public Statement Regarding Ashford University

At its meeting on June 15, 2012, the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) acted to deny initial accreditation to Ashford University.

The Commission found that Ashford University was not yet in substantial compliance with elements of Standard 1 (Defining Institutional Purposes and Ensuring Educational Objectives), Standard 2 (Achieving Educational Objectives through Core Functions), Standard 3 (Developing and Applying Resources and Organizational Structures to Ensure Sustainability), and Standard 4 (Creating an Organization Committed to Learning and Improvement), as required for initial accreditation.

Pursuant to the Commission's Policy on Reapplication after Denial of Candidacy or Initial Accreditation, the Commission will permit Ashford University to reapply for initial accreditation with a single Special Visit no sooner than spring 2013. If the University chooses to reapply, it will be required to demonstrate that it has satisfactorily addressed the issues leading to the denial and that it can show that it has come into compliance with WASC Standards in these areas.

A copy of the visiting team report and Commission action letter from this review of Ashford University are available on the WASC website (www.wascsenior.org). Should Ashford University prepare a response to this action, WASC will post a link to that response on its website.

The Commission's decision to deny initial accreditation is subject to the right of Commission review and subsequent appeal. The University has 28 calendar days to file notice of its intent to seek a review of this action, and if the University does so, The Commission will so indicate on its website.

The Western Association of Schools and Colleges is comprised of three accrediting commissions: the Accrediting Commission for Schools, the Accrediting Commission for Community and Junior Colleges, and the Accrediting Commission for Senior Colleges and Universities. The Accrediting Commission for Senior Colleges and Universities accredits 162 baccalaureate and graduate degree-granting institutions, primarily in California, Hawaii, the Pacific Islands, and the Northern Marianas Islands. The Senior College Commission of WASC is one of seven regional accrediting commissions and is recognized by the United States Department of Education.

This statement has been reviewed and approved by the institution.

July 9, 2012



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School Detail

System Last Updated: 6/6/2016

School Name: ASHFORD UNIVERSITY	Telephone: 800 242-4153
School Code: 57064558	County: San Diego
Mailing Address: 8620 Spectrum Center Blvd. San Diego, CA 92123	Physical Address: 8620 Spectrum Center Blvd. San Diego, CA 92123

CURRENTLY APPROVED PROGRAMS:

(If no programs are listed below, please contact the school for a current catalog of BPPE-approved programs.)

ASSOCIATES IN BUSINESS - DE
ASSOCIATES IN EARLY CHILDHOOD EDUCATION - DE
ASSOCIATES IN MILITARY STUDIES - DE
ASSOCIATES IN ORGANIZATIONAL MANAGEMENT - DE
BACHELOR OF ARTS IN EARLY CHILDHOOD DEVELOPMENT WITH DIFFERENTIATED INSTRUCTION
BACHELOR OF ARTS IN MARKETING
BACHELOR OF ARTS IN NATURAL SCIENCE
BACHELOR OF EDUCATION STUDIES - MULTIPLE SUBJECT CREDENTIAL
BACHELOR OF EDUCATION STUDIES - SINGLE SUBJECT CREDENTIAL
BACHELOR OF SCIENCE IN COMPUTER SOFTWARE ENGINEERING
BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT (BSHIM)
BACHELOR OF SCIENCE IN HUMAN SERVICES LEADERSHIP
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY
BACHELOR OF SCIENCE IN NATURAL SCIENCE
BACHELOR OF SCIENCE IN NURSING - RN TO BSN PROGRAM
BACHELORS IN ACCOUNTING
BACHELORS IN ACCOUNTING - DE
BACHELORS IN ADULT DEVELOPMENT - DE
BACHELORS IN APPLIED BEHAVIORAL SCIENCE - DE
BACHELORS IN APPLIED LINGUISTICS - DE
BACHELORS IN BIOLOGY
BACHELORS IN BUSINESS ADMINISTRATION
BACHELORS IN BUSINESS ADMINISTRATION - DE
BACHELORS IN BUSINESS ECONOMICS - DE
BACHELORS IN BUSINESS EDUCATION
BACHELORS IN BUSINESS INFORMATION SYSTEMS
BACHELORS IN BUSINESS INFORMATION SYSTEMS - DE
BACHELORS IN BUSINESS LEADERSHIP
BACHELORS IN BUSINESS LEADERSHIP - DE
BACHELORS IN CHILD DEVELOPMENT - DE
BACHELORS IN COGNITIVE STUDIES - DE
BACHELORS IN COMMUNICATION STUDIES - DE

ASH1259

BACHELORS IN COMPLEMENTARY AND ALTERNATIVE HEALTH - DE
BACHELORS IN COMPUTER GRAPHIC DESIGN
BACHELORS IN COMPUTER SCIENCE AND MATHEMATICS
BACHELORS IN CONSUMER AND FAMILY FINANCIAL SERVICES - DE
BACHELORS IN CULTURAL ANTHROPOLOGY - DE
BACHELORS IN EARLY CHILDHOOD EDUCATION - DE
BACHELORS IN EARLY CHILDHOOD EDUCATION ADMINISTRATION - DE
BACHELORS IN EDUCATION
BACHELORS IN EDUCATION AND PUBLIC POLICY - DE
BACHELORS IN EDUCATION STUDIES - DE
BACHELORS IN ELEMENTARY EDUCATION
BACHELORS IN EMARKETING - DE
BACHELORS IN ENGLISH - DE
BACHELORS IN ENGLISH AND COMMUNICATION
BACHELORS IN ENGLISH LANGUAGE LEARNER STUDIES - DE
BACHELORS IN ENTREPRENEURSHIP - DE
BACHELORS IN ENVIRONMENTAL STUDIES
BACHELORS IN ENVIRONMENTAL STUDIES - DE
BACHELORS IN FINANCE
BACHELORS IN FINANCE - DE
BACHELORS IN GERONTOLOGY - DE
BACHELORS IN HEALTH AND HUMAN SERVICES - DE
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BACHELORS IN HEALTH CARE ADMINISTRATION
BACHELORS IN HEALTH CARE ADMINISTRATION - DE
BACHELORS IN HEALTH CARE STUDIES - DE
BACHELORS IN HEALTH EDUCATION - DE
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BACHELORS IN HEALTH MARKETING AND COMMUNICATION - DE
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BACHELORS IN HISTORY - DE
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BACHELORS IN LIBERAL ARTS
BACHELORS IN LIBERAL ARTS - DE
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BACHELORS IN PSYCHOLOGY - DE
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BACHELORS IN PUBLIC RELATIONS AND MARKETING - DE
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BACHELORS IN SOCIAL SCIENCE - DE
BACHELORS IN SOCIOLOGY
BACHELORS IN SOCIOLOGY - DE
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BACHELORS IN SPORTS AND RECREATION MANAGEMENT - DE
BACHELORS IN SUPPLY CHAIN MANAGEMENT - DE
BACHELORS IN SUSTAINABLE ENTERPRISE MANAGEMENT - DE
BACHELORS IN VISUAL ART
MASTER OF ACCOUNTANCY - DE
MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION LEADERSHIP
MASTER OF ARTS IN PSYCHOLOGY - DE
MASTER OF ARTS IN SPECIAL EDUCATION (MASE) - DE
MASTER OF INFORMATION SYSTEMS MANAGEMENT - DE
MASTER OF INSTRUCTIONAL DESIGN & TECHNOLOGY-DE
MASTER OF PUBLIC HEALTH
MASTER OF SCIENCE IN CRIMINAL JUSTICE DE
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Information that needs to be verbatim – Word for Word

All information that needs to be verbatim will be found in **black font** below. Information that is intended to assist you is in **red font** and does not need to be included in the catalog.

*All the information that is in quotes needs to be in your catalog word for word in the appropriate areas of the catalog. For example: In the section about Student Tuition Recovery Fund in your catalog is where you would insert items #3 and #4 on this list.

1. "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."
2. "NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION
The transferability of credits you earn at (name of institution) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in (name of educational program) is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) 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 (name of institution) to determine if your (credits or degree, diploma or certificate) will transfer."
3. "You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:
 1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
 2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: 1. You are not a California resident, or are not enrolled in a residency program, or 2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."
4. "The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are

California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

The school closed before the course of instruction was completed.

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.

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.

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.

An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

5. "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"
6. "A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov)."
7. An institution with an application to renew an approval to operate pending with the former Bureau for Private Postsecondary and Vocational Education on June 30, 2007 shall, until the application is approved, include in its catalog and its enrollment agreement in at least the same size font as the majority of the information, and outlined with a bold line, the following statement:

What You Should Know About Our State Re-Approval
Although this institution was approved to operate by the former Bureau for Private Postsecondary and Vocational Education, our pending application for re-approval to operate has not yet been reviewed by the Bureau for Private Postsecondary Education. For more information, call the Bureau for Private Postsecondary Education at (916) 574-7720, or toll free at (888) 370-7589, or visit its

8. An institution that did not have an approval to operate issued by the former Bureau for Private Postsecondary and Vocational Education on or before June 30, 2007, shall, until an application for approval to operate is approved, include in its catalog and its enrollment agreement in at least the same size font as the majority of the information, and outlined with a bold line, the following statement:

**What You Should Know About Our Pending Application
for State Approval**

The institution's application for approval to operate has not yet been reviewed by the Bureau for Private Postsecondary Education. For more information, call the Bureau for Private Postsecondary Education at (916) 574-7720, or toll free at (888) 370-7589, or visit its website at

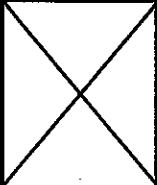
<h2 style="margin: 0;">Catalog Checklist</h2>	
Name of Institution:	Application #:
Reviewer Name:	Institution Code:

Pursuant to the California Private Postsecondary Education Act of 2009 (CEC) and Title 5, Division 7.5 of the California Code of Regulations (5, CCR), an institution shall be in compliance with the catalog minimum requirements. The minimum requirements listed in the table below summarize relevant sections of the CEC and 5, CCR, or requests specific documentation in regards to the CEC and 5, CCR. Attached for your reference and convenience is the full text of those laws.

Instructions: For each numbered item listed in the table below:

1. Under "Catalog Page No." write the page number(s) where the minimum requirement is found in the catalog. If the minimum requirement is not applicable to your institution, write "N/A."
2. In your institution's catalog, indicate where each numbered minimum requirement is located, by writing and circling the corresponding "Item No." on the applicable catalog page;
3. Item No. 1 is for your information and does not require a response;
4. Complete and sign the declaration at the end of this document.

Item No.	Catalog Minimum Requirements The Catalog shall contain CEC §94909 (§ references the section of the CEC and 5, CCR)	Review Date
1	Any information required by the CEC to be included in the catalog shall be printed in at least the same size font as the majority of the text in that document. (CEC §94908)	X
2	Provide a separate statement indicating how often the catalog is updated. (5,CCR §71810(a))	X

3	Provide a separate statement indicating how you provide your institution's school catalog to a prospective student or to the general public when requested. (CEC §94909(a))	
4	The catalog shall contain the name, address, telephone number, and, if applicable, internet web site address of the institution. (CEC §94909(a)(1))	
5	The catalog shall contain the address or addresses where class sessions will be held. (CEC §94909(a)(4))	
6	The catalog shall contain the specific beginning and ending dates defining the time period covered by the catalog. (5,CCR §71810(b)(1))	
7	The catalog shall contain, except as specified in CEC §94802, a statement that the institution is a private institution and that it is approved to operate by the bureau. An institution may not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards. (CEC §94909(a)(2) and CEC §94897(l)(1)(2))	
8	The catalog shall contain a statement specifying whether the institution has a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or 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.). (CEC §94909(a)(12))	
9	The catalog shall contain specific required language that encourages students to review the catalog and School Performance Fact Sheet prior to signing an enrollment agreement. (CEC §94909(a)(3)(B)) "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	
10	The catalog shall contain a statement of the institution's missions and purposes and the objectives underlying each of its educational programs. (5,CCR §71810(b)(2))	


11	The catalog shall contain a description of the facilities and of the types of equipment and materials that will be used for instruction. (5,CCR §71810(b)(9))	
12	The catalog shall contain a description of library and other learning resources and the procedures for student access to those resources. (5,CCR §71810(b)(10))	
13	<p>The catalog shall contain specific required language that directs students to the Bureau for unanswered questions. (CEC §94909(a)(3)(A))</p> <p>"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 <i>(insert address*)</i>, <i>(insert web site address*)</i>, <i>(insert telephone and fax numbers*)</i>."</p> <p>*The following may be used for inserts: Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 P.O. Box 980818, West Sacramento, CA 95798-0818 Web site Address: www.bppe.ca.gov Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897 (916) 431-6959 or by fax (916) 263-1897</p>	
14	<p>The catalog shall contain specific required language that refers individuals wishing to file a complaint about the institution to the Bureau. (CEC §94909(a)(3)(C))</p> <p>"A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling <i>(insert toll-free telephone number)</i> or by completing a complaint form, which can be obtained on the bureau's internet Web site <i>(insert internet Web site address)</i>."</p> <p>*The following may be used for inserts: Toll-free telephone #: (888) 370-7589 Web site Address: www.bppe.ca.gov</p>	

15	<p>The catalog shall contain specific required language that addresses transferability of credits and credentials. (CEC §94909(a)(15))</p> <p>"NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION"</p> <p>"The transferability of credits you earn at (<i>insert name of institution</i>) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (<i>insert degree, diploma, or certificate</i>) you earn in (<i>insert name of educational program</i> *) is also at the complete discretion of the institution to which you may seek to transfer. If the (<i>insert credits or degree, diploma, or certificate</i>) 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 (<i>insert name of institution</i>) to determine if your (<i>insert credits or degree, diploma or certificate</i>) will transfer."</p> <p><i>*If institution offers more than one educational program, "the educational program" may be inserted.</i></p>	
16	<p>The catalog shall contain:</p> <p>admission policies, including the policies regarding acceptance of credits earned at other institutions or through challenge examinations and achievement tests, requirements for ability-to-benefit students, and a list describing any transfer or articulation agreements between the institution and any other college or university that provides for the transfer of credits earned in the program of instruction. <i>If the institution has not entered into an articulation or transfer agreement with any other college or university, the institution shall disclose that fact.</i></p> <p>(CEC §94909(a)(8)(A), and 5,CCR §71770)</p>	
17	<p>The catalog shall contain the institution's policies and procedures for the award of credit for prior experiential learning, including assessment policies and procedures, provisions for appeal, and all charges that a student may be required to pay.</p> <p>(5,CCR §71810(b)(7) and 5,CCR §71770(c))</p>	
18	<p>If the institution admits students from other countries, the catalog shall specify whether visa services are provided or whether the institution will vouch for student status, and any associated charges;</p> <p>(5,CCR §71810(b)(3))</p>	

	<p>The catalog shall contain language proficiency information, including the level of English language proficiency required of students and the kind of documentation of proficiency, such as the Test of English as a Foreign Language (TOEFL), that will be accepted; and whether English language services, including instruction such as ESL, are provided and, if so, the nature of the service and its cost;</p> <p>(5,CCR §71810(b)(4))</p>	
	<p>The catalog shall contain whether any instruction will occur in a language other than English and, if so, the level of proficiency required and the kind of documentation of proficiency, such as the United States Foreign Service Language Rating System, that will be accepted;</p> <p>(5,CCR §71810(b)(5))</p>	
19	<p>The catalog shall contain:</p> <p>a description of the programs offered and a description of the instruction provided in each of the courses offered by the the requirements for completion of each program, including required courses, any final tests or examinations, any required internships or externships, and the total number of credit hours, clock hours, or other increments required for completion.</p> <p>(CEC §94909(a)(5))</p>	
20	<p>The catalog shall contain a notice and a list of the requirements for eligibility for licensure, if the educational program is designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in this state.</p> <p>(CEC §94909(a)(6))</p>	
21	<p>The catalog shall contain a statement specifying whether the institution or any of its degree programs are accredited by an accrediting agency recognized by the United States Department of Education.</p> <p>(CEC §94909(a)(16))</p>	
	<p>If the institution is unaccredited and offers a degree program, or is accredited and offers an unaccredited degree program, the statement shall disclose the known limitations of the degree program, including, but not limited to, all of the following:</p> <p>(A) Whether a graduate of the degree program will be eligible to sit for the applicable licensure exam in California and other states.</p> <p>(B) A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.</p> <p>(C) That a student enrolled in an unaccredited institution is not eligible for federal financial aid programs.</p> <p>(CEC §94909(a)(16) and CEC §94897(p))</p>	<p>A)</p> <p>B)</p> <p>C)</p>

22	The catalog shall contain the schedule of total charges for a period of attendance <u>AND</u> an estimated schedule of total charges for the entire educational program. (CEC §94909(a)(9))	
23	The catalog shall contain a description of the student's rights and responsibilities with respect to the Student Tuition Recovery Fund (STRF). This statement shall specify that it is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the STRF. This statement shall also describe the purpose and operation of the STRF and the requirements for filing a claim against the STRF. (CEC §94909(a)(14))	
	The catalog shall contain the specific required language related to the Student Tuition Recovery Fund (STRF). See CCR §76215 for the full text of the law for required language. (5,CCR §76215(a) and 5,CCR §76215(b))	
24	The catalog shall contain cancellation, withdrawal, and refund policies, including an explanation that the student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. (CEC §94909(a)(8)(B))	
25	The catalog shall contain information regarding the faculty and their qualifications. (CEC §94909(a)(7))	
26	The catalog shall contain a statement reporting whether the institution participates in federal and state financial aid programs, and, if so, all consumer information that is required to be disclosed to the student pursuant to federal and state financial aid programs. (CEC §94909(a)(10))	
27	The catalog shall contain a statement specifying that, if a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))	
28	The catalog shall contain the institution's policies and practices, including required disclosures, regarding any form of financial aid. (5,CCR §71810(b)(6))	

29	The catalog shall contain the institution's standards for student achievement. (5,CCR §71810(b)(8))	
30	The catalog shall contain attendance policies. (CEC §94909(a)(8)(D))	
31	The catalog shall contain probation and dismissal policies. (CEC §94909(a)(8)(C))	
32	The catalog shall contain leave-of-absence policies. (CEC §94909(a)(8)(E))	
33	The catalog shall contain policies on student rights, including the procedure for addressing student grievances. (5,CCR §71810(b)(14))	
34	The catalog shall contain a description of all student services. (5,CCR §71810(b)(12))	
35	The catalog shall contain a description of the nature and extent of the placement services, if provided by the institution. (CEC §94909(a)(13))	
36	<p>The catalog shall contain housing information to include all of the following:</p> <p>(A) Whether the institution has dormitory facilities under its control;</p> <p>(B) The availability of housing located reasonably near the institution's facilities and an estimation of the approximate cost or range of cost of the housing; and</p> <p>(C) If the institution has no responsibility to find or assist a student in finding housing, a clear and conspicuous statement so indicating. A statement that the program is "non-residential" does not satisfy this subparagraph.</p> <p>(5,CCR §71810 (b)(13)(A)(B)(C))</p>	A)
		B)
		C)
37	The catalog shall contain policies on the retention of student records. (5,CCR §71810 (b)(15))	

38	If the institution offers distance education, the catalog shall contain the approximate number of days that will elapse between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of its response or evaluation. (5.CCR §71810 (b)(11))	
39	After an approval to operate has been granted, an institution that maintains an Internet Web site shall provide on that Internet Web site all of the following: (1) The school catalog (2) A School Performance Fact Sheet for each educational program offered by the institution. (3) Student brochures offered by the institution. (4) A link to the bureau's Internet Web Site. (5) The institution's most recent annual report submitted to the bureau. An institution shall include information concerning where students may access the bureau's Internet Web site anywhere the institution identifies itself as being approved by the bureau. (CEC §94913)	Compliant? 1) 2) 3) 4) 5)
	Please submit a copy of your Institutions School Performance Fact Sheet (SPFS). (CEC §94910 and 5.CCR §74112)	Please provide your SPFS

To the best of my knowledge, I declare that the information submitted is true and correct.

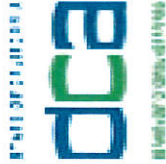
Signature

Date

Printed Name and Title

Business, Consumer Services and Housing Agency
Governor Edmund G. Brown Jr.

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov



Catalog Checklist

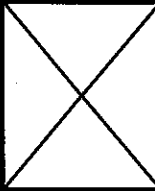
Name of Institution:	Application #:
Reviewer Name:	Institution Code:

Pursuant to the California Private Postsecondary Education Act of 2009 (CEC) and Title 5, Division 7.5 of the California Code of Regulations (5, CCR), an institution shall be in compliance with the catalog minimum requirements. The minimum requirements listed in the table below summarize relevant sections of the CEC and 5, CCR, or requests specific documentation in regards to the CEC and 5, CCR. Attached for your reference and convenience is the full text of those laws.

Instructions: For each numbered item listed in the table below:

1. Under "Catalog Page No." write the page number(s) where the minimum requirement is found in the catalog. If the minimum requirement is not applicable to your institution, write "N/A."
2. In your institution's catalog, indicate where each numbered minimum requirement is located, by writing and circling the corresponding "Item No." on the applicable catalog page;
3. Item No. 1 is for your information and does not require a response;
4. Complete and sign the declaration at the end of this document.

Item No.	Catalog Minimum Requirements The Catalog shall contain CEC §94909 (§ references the section of the CEC and 5, CCR)	Review Date
1	Any information required by the CEC to be included in the catalog shall be printed in at least the same size font as the majority of the text in that document. (CEC §94908)	
2	Provide a separate statement indicating how often the catalog is updated. (5,CCR §71810(a))	

3	Provide a separate statement indicating how you provide your institution's school catalog to a prospective student or to the general public when requested. (CEC §94909(a))	
4	The catalog shall contain the name, address, telephone number, and, if applicable, internet web site address of the institution. (CEC §94909(a)(1))	
5	The catalog shall contain the address or addresses where class sessions will be held. (CEC §94909(a)(4))	
6	The catalog shall contain the specific beginning and ending dates defining the time period covered by the catalog. (5,CCR §71810(b)(1))	
7	The catalog shall contain, except as specified in CEC §94802, a statement that the institution is a private institution and that it is approved to operate by the bureau. An institution may not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards. (CEC §94909(a)(2) and CEC §94897(l)(1)(2))	
8	The catalog shall contain a statement specifying whether the institution has a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or 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.). (CEC §94909(a)(12))	
9	The catalog shall contain specific required language that encourages students to review the catalog and School Performance Fact Sheet prior to signing an enrollment agreement. (CEC §94909(a)(3)(B)) "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	
10	The catalog shall contain a statement of the institution's missions and purposes and the objectives underlying each of its educational programs. (5,CCR §71810(b)(2))	

11	The catalog shall contain a description of the facilities and of the types of equipment and materials that will be used for instruction. (5,CCR §71810(b)(9))	
12	The catalog shall contain a description of library and other learning resources and the procedures for student access to those resources. (5,CCR §71810(b)(10))	
13	<p>The catalog shall contain specific required language that directs students to the Bureau for unanswered questions. (CEC §94909(a)(3)(A))</p> <p>"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 <i>(insert address *)</i>, <i>(insert web site address *)</i>, <i>(insert telephone and fax numbers *)</i>."</p> <p>*The following may be used for inserts: Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 P.O. Box 980818, West Sacramento, CA 95798-0818 Web site Address: www.bppe.ca.gov Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897 (916) 431-6959 or by fax (916) 263-1897</p>	
14	<p>The catalog shall contain specific required language that refers individuals wishing to file a complaint about the institution to the Bureau. (CEC §94909(a)(3)(C))</p> <p>"A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling <i>(insert toll-free telephone number)</i> or by completing a complaint form, which can be obtained on the bureau's internet Web site <i>(insert internet Web site address)</i>."</p> <p>*The following may be used for inserts: Toll-free telephone #: (888) 370-7589 Web site Address: www.bppe.ca.gov</p>	

15	<p>The catalog shall contain specific required language that addresses transferability of credits and credentials. (CEC §94909(a)(15))</p> <p>"NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION"</p> <p>"The transferability of credits you earn at (<i>insert name of institution</i>) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (<i>insert degree, diploma, or certificate</i>) you earn in (<i>insert name of educational program</i> *) is also at the complete discretion of the institution to which you may seek to transfer. If the (<i>insert credits or degree, diploma, or certificate</i>) 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 (<i>insert name of institution</i>) to determine if your (<i>insert credits or degree, diploma or certificate</i>) will transfer."</p> <p><i>*If institution offers more than one educational program, "the educational program" may be inserted.</i></p>	
16	<p>If the institution has received a provisional approval and is offering an unaccredited degree program, the catalog shall contain the specific required language regarding the Notice to Prospective Degree Program Students. See 5 CCR §71775 for the full text of the law for required language. (5, CCR §71775)</p>	
17	<p>The catalog shall contain:</p> <p>admission policies, including the policies regarding acceptance of credits earned at other institutions or through challenge examinations and achievement tests, requirements for ability-to-benefit students, and a list describing any transfer or articulation agreements between the institution and any other college or university that provides for the transfer of credits earned in the program of instruction. <i>If the institution has not entered into an articulation or transfer agreement with any other college or university, the institution shall disclose that fact.</i> (CEC §94909(a)(8)(A), and 5, CCR §71770)</p>	
18	<p>The catalog shall contain the institution's policies and procedures for the award of credit for prior experiential learning, including assessment policies and procedures, provisions for appeal, and all charges that a student may be required to pay. (5, CCR §71810(b)(7) and 5, CCR §71770(c))</p>	

19	<p>If the institution admits students from other countries, the catalog shall specify whether visa services are provided or whether the institution will vouch for student status, and any associated charges; (5,CCR §71810(b)(3))</p> <p>The catalog shall contain language proficiency information, including the level of English language proficiency required of students and the kind of documentation of proficiency, such as the Test of English as a Foreign Language (TOEFL), that will be accepted; and whether English language services, including instruction such as ESL, are provided and, if so, the nature of the service and its cost; (5,CCR §71810(b)(4))</p> <p>The catalog shall contain whether any instruction will occur in a language other than English and, if so, the level of proficiency required and the kind of documentation of proficiency, such as the United States Foreign Service Language Rating System, that will be accepted; (5,CCR §71810(b)(5))</p>	
20	<p>The catalog shall contain: a description of the programs offered and a description of the instruction provided in each of the courses offered by the institution, the requirements for completion of each program, including required courses, any final tests or examinations, any required internships or externships, and the total number of credit hours, clock hours, or other increments required for completion. (CEC §94909(a)(5))</p>	
21	<p>The catalog shall contain a notice and a list of the requirements for eligibility for licensure, if the educational program is designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in this state. (CEC §94909(a)(6))</p>	
22	<p>The catalog shall contain a statement specifying whether the institution or any of its degree programs are accredited by an accrediting agency recognized by the United States Department of Education. (CEC §94909(a)(16))</p>	

	<p>If the institution is unaccredited and offers a degree program, or is accredited and offers an unaccredited degree program, the statement shall disclose the known limitations of the degree program, including, but not limited to, all of the following:</p> <p>(A) Whether a graduate of the degree program will be eligible to sit for the applicable licensure exam in California and other states.</p> <p>(B) A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.</p> <p>(C) That a student enrolled in an unaccredited institution is not eligible for federal financial aid programs.</p> <p>(CEC §94909(a)(16) and CEC §94897(p))</p>	<p>A)</p> <p>B)</p> <p>C)</p>
23	<p>The catalog shall contain the schedule of total charges for a period of attendance <u>AND</u> an estimated schedule of total charges for the entire educational program.</p> <p>(CEC §94909(a)(9))</p>	
24	<p>The catalog shall contain a description of the student's rights and responsibilities with respect to the Student Tuition Recovery Fund (STRF). This statement shall specify that it is a state requirement that a student who pays his or her tuition is required to pay a state imposed assessment for the STRF. This statement shall also describe the purpose and operation of the STRF and the requirements for filing a claim against the STRF. <i>The language required by 5 CCR 76215(a) and 5 CCR 76215(b) will satisfy this requirement.</i></p> <p>(CEC §94909(a)(14))</p> <p>The catalog shall contain the specific required language related to the Student Tuition Recovery Fund (STRF). See CCR §76215 for the full text of the law for required language.</p> <p>(5, CCR §76215(a) and 5, CCR §76215(b))</p>	
25	<p>The catalog shall contain cancellation, withdrawal, and refund policies, including an explanation that the student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.</p> <p>(CEC §94909(a)(8)(B))</p>	
26	<p>The catalog shall contain information regarding the faculty and their qualifications.</p> <p>(CEC §94909(a)(7))</p>	

27	The catalog shall contain a statement reporting whether the institution participates in federal and state financial aid programs, and, if so, all consumer information that is required to be disclosed to the student pursuant to federal and state financial aid programs. (CEC §94909(a)(10))	
28	The catalog shall contain a statement specifying that, if a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))	
29	The catalog shall contain the institution's policies and practices, including required disclosures, regarding any form of financial aid. (5,CCR §71810(b)(6))	
30	The catalog shall contain the institution's standards for student achievement. (5,CCR §71810(b)(8))	
31	The catalog shall contain attendance policies. (CEC §94909(a)(8)(D))	
32	The catalog shall contain probation and dismissal policies. (CEC §94909(a)(8)(C))	
33	The catalog shall contain leave-of-absence policies. (CEC §94909(a)(8)(E))	
34	The catalog shall contain policies on student rights, including the procedure for addressing student grievances. (5,CCR §71810(b)(14))	
35	The catalog shall contain a description of all student services. (5,CCR §71810(b)(12))	
36	The catalog shall contain a description of the nature and extent of the placement services, if provided by the institution. (CEC §94909(a)(13))	

37	<p>The catalog shall contain housing information to include all of the following:</p> <p>(A) Whether the institution has dormitory facilities under its control;</p> <p>(B) The availability of housing located reasonably near the institution's facilities and an estimation of the approximate cost or range of cost of the housing; and</p> <p>(C) If the institution has no responsibility to find or assist a student in finding housing, a clear and conspicuous statement so indicating. A statement that the program is "non-residential" does not satisfy this subparagraph.</p> <p>(5, CCR §71810 (b)(13)(A)(B)(C))</p>	<p>A)</p> <p>B)</p> <p>C)</p>
38	<p>The catalog shall contain policies on the retention of student records.</p> <p>(5, CCR §71810 (b)(15))</p>	
39	<p>If the institution offers distance education, the catalog shall contain the approximate number of days that will elapse between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of its response or evaluation.</p> <p>(5, CCR §71810 (b)(11))</p>	
40	<p>After an approval to operate has been granted, an institution that maintains an Internet Web site shall provide on that Internet Web site all of the following:</p> <p>(1) The school catalog</p> <p>(2) A School Performance Fact Sheet for each educational program offered by the institution.</p> <p>(3) Student brochures offered by the institution.</p> <p>(4) A link to the bureau's Internet Web Site.</p> <p>(5) The institution's most recent annual report submitted to the bureau.</p> <p>An institution shall include information concerning where students may access the bureau's Internet Web site anywhere the institution identifies itself as being approved by the bureau.</p> <p>(CEC §94913)</p> <p>If the institution has received a provisional approval and is offering an unaccredited degree program, the website shall contain the specific required language regarding the Notice to Prospective Degree Program Students.</p> <p>See 5 CCR §71775 for the full text of the law for required language.</p> <p>(5, CCR §71775)</p>	<p>Compliant?</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p> <p>5)</p>

<div style="text-align: center;"></div>	Please submit a copy of your institutions School Performance Fact Sheet (SPFS). (CEC §94910 and 5,CCR §74112)	Please provide your SPFS
--	--	-----------------------------

To the best of my knowledge, I declare that the information submitted is true and correct.

Signature

Date

Printed Name and Title

Robinson, Michelle@CalVet

From: Hawkins, Brandon, VBASDGO <brandon.hawkins@va.gov>
To: Robinson, Michelle@CalVet
Sent: Friday, June 03, 2016 9:37 AM
Subject: Not read: Monthly April 2016 CS Report

Your message

To:
Subject: Monthly April 2016 CS Report
Sent: Friday, June 03, 2016 4:37:57 PM (UTC) Coordinated Universal Time

was deleted without being read on Friday, June 03, 2016 4:37:14 PM (UTC) Coordinated Universal Time.

Robinson, Michelle@CalVet

From: Hawkins, Brandon, VBASDGO <brandon.hawkins@va.gov>
To: Robinson, Michelle@CalVet
Sent: Friday, June 03, 2016 9:37 AM
Subject: Not read: RESPONSE - RE: Canada College 14-9794-05

Your message

To:
Subject: RESPONSE - RE: Canada College 14-9794-05
Sent: Friday, June 03, 2016 4:37:52 PM (UTC) Coordinated Universal Time

was deleted without being read on Friday, June 03, 2016 4:37:09 PM (UTC) Coordinated Universal Time.

Robinson, Michelle@CalVet

From: Hawkins, Brandon, VBASDGO <brandon.hawkins@va.gov>
To: Robinson, Michelle@CalVet
Sent: Friday, June 03, 2016 9:37 AM
Subject: Not read: Current OJT Students at Los Angeles Police Dept.

Your message

To:
Subject: Current OJT Students at Los Angeles Police Dept.
Sent: Friday, June 03, 2016 4:37:59 PM (UTC) Coordinated Universal Time

was deleted without being read on Friday, June 03, 2016 4:37:14 PM (UTC) Coordinated Universal Time.



Bureau for Private Postsecondary Education
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P.O. Box 980818, West Sacramento, CA 95798-0818
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REQUIRED INFORMATION – NOT VERBATIM

- All required information must be printed in the same size as the rest of the catalog, unless it states to print it larger.
- The catalog must be updated every year and the dates must be on the catalog ex: January 1, 2014 - December 31, 2014 If you update the catalog during the year (add a class, delete a class, add faculty members, etc.) you may do that by adding an addendum, make sure it is clear that the addendum is part of the catalog and include the date that the addendum was added.
- The catalog must have the name of the institution along with the address, telephone number and web address. Include any other addresses where classes will be held.
- The catalog must have a statement that tells the reader that the institution is a private institution and is approved to operate by the Bureau for Private Postsecondary Education and what it means to be approved. Something along the lines of: "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." Would meet this requirement.
- The catalog must have all policies that the institution has regarding granting credit for "prior experiential learning." This would include a statement (if applicable) that the institution does not grant credit for "prior experiential learning."
- If the institution admits students from other countries the catalog must provide information regarding what visa services are provided and whether the institution will vouch for student status and clearly state any charges that the student would have to pay for the services.
- The catalog must have a description of the institution's library and learning resource center along with the directions on how to access the library and learning resources.
- If an institution offers correspondence instruction, the catalog must include the number of days between the time that the institution receives student lessons or assignments and the mailing of the evaluation of the lesson back to the student.
- The catalog must describe the student services offered by the institution.

- The catalog must describe the placement services offered by the institution.
- Housing information including all of the following:
 1. Whether the institution has dormitory facilities under its control;
 2. The availability of housing located reasonably near the institution's facilities and an estimation of the approximate cost or range of cost of the housing; and
 3. If the institution has no responsibility to find or assist a student in finding housing, a clear and conspicuous statement indicating that the institution has no responsibility to find or assist a student in finding housing. Don't say "the program is "non-residential" it does not satisfy this requirement.
- An explanation of the institution's complaint and grievance process. That is, inform the students about the process that they should follow to file complaints and/or notify the institution of problems. Make sure the students know the who (they should speak with), where (they can find that person) when (that person is available) and how (verbally, in writing, by email...etc.) for filing complaints.
- Explain how long student records will be kept and who the student or alumni should contact in order to get a copy of their student records or transcript.
- The institution's mission and purpose statement.
- The catalog must have a description of the programs that are offered by the institution and a description of the instruction in each of the courses offered. It must include the requirements for completion of each program - all the required courses, exit exams, internships/externships, etc. It must clearly include the total number of credit hours (semester or quarter) or clock hours or other increments that are required for completion.
- A statement that clearly describes the objective of each educational program.
- The catalog should describe the level of English proficiency that is required to be successful in the courses and how the student can document their proficiency. This might look something like: "A student must have a score of 500 on the TOEFL exam." Or "The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam."
- The catalog must have a list of the faculty and their qualifications.
- The catalog must clearly state the admission requirements. This should include any prior education or training that is required.
- The number of credits that the institution will accept for transfer and any limitations on the kind or types of institutions that grant the credit. Ex: "the institution will accept up to six units of credit from an accredited institution."

- If the institution will accept credits through challenge examinations and/or achievement tests.
- A statement that the institution has or has not entered into an articulation or transfer agreement. If the institution has entered into an articulation or transfer agreement describe the articulation or transfer agreement.
- The catalog should describe whether or not any English language services are provided such as translators or ESL classes and the amount charged for the service.
- All policies regarding any form of financial aid. Financial aid is any money that is coming from state and federal sources. This is not just Title IV money, but money from any source. This should include all required disclosures for student loans if the institution provides loans to students.
- The institution must include the requirements for student achievement. This could be a certain grade point average that needs to be maintained or the time that a student has to complete the course, or the number of tries a student has to pass the course and what happens if the student does not meet those requirements.
- Describe the Institution, the building, the grounds (if appropriate, the classrooms, any labs or practice rooms) and the equipment and materials that are available to the students for completion of the program.
- A statement reporting whether the institution participates in federal and state financial aid programs and, if so, all consumer information that is required to be disclosed to the student pursuant to federal and state financial aid programs.
- A statement specifying that, 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 refund in the case of a student's withdrawal. The catalog should also inform students that if they received federal student financial aid funds, and withdrew from the institution, the student is entitled to a refund of the money not paid from federal financial aid funds.
- A statement specifying whether the institution has a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or 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.)
- If the institution offers degree programs, the catalog must have a statement that the institution is or is not accredited. If the institution is not accredited, the catalog must also clearly state the known limitations of the degree program. The statement should include all of the following but more if applicable:

1. If a graduate of the program will be eligible to sit for any applicable licensure exam in California or other states;
 2. That a degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including but not limited to, positions with the State of California, and
 3. That a student enrolled in an unaccredited institution is not eligible for federal financial aid programs.
- If the educational program is designed to lead to positions in a profession, occupation trade or career field requiring licensure in this state, a notice to that effect and a list of the requirements for eligibility for licensure.
 - The catalog must include the cancellation policy. This must include an explanation that the student has the right to cancel the enrollment agreement and obtain a refund through attendance at the first class session or the seventh day after enrollment whichever is later. This should also include the process that the student should follow to cancel and obtain a refund.
 - The catalog must include the process for notifying the school that they are withdrawing and the procedures for how the student can request a refund.
 - The institution's probation and dismissal policies. The policy might include the grounds for dismissal or probation and the students' rights regarding an appeal.
 - The institution's attendance policy
 - The catalog must include the policy for a leave of absence. This might include the length of time a student may request for a leave of absence, the number of leaves the student may request and the reasons a leave of absence may be approved.
 - The schedule of total charges for the period of attendance **and** an estimated schedule of total charges for the entire educational program.



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TOP 5 MISTAKES FOUND IN CATALOGS

1. Institutions often forget to include the schedule of total charges for a period of attendance, and an estimated schedule of total charges for the entire educational program. These are two separate items that need to appear in the catalog.
2. The catalog must clearly state the admission requirements. This should include any prior education or training that is required; the number of credits that the institution will accept for transfer and any limitations on the number or types of institutions that would be acceptable; if the institution will accept credits through challenge examinations and/or achievement tests; a statement that the institution has or has not entered into an articulation or transfer agreement; and if the institution has entered into an articulation or transfer agreement describe the articulation or transfer agreement.
3. Institutions often forget to include all of the addresses where class sessions will be held. If there are some classes that will be provided off site, the address for those locations must be included as well. Including the type of location – branch or satellite.
4. A statement specifying whether the institution has a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or 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.). Even if the institution has not filed for any sort of bankruptcy, or this statement does not apply to them at all, they must still address the information to explain that they do not have any of the above mentioned issues.
5. The catalog must have a list of the faculty and their qualifications. Often time institutions do not provide the entire list of faculty or all of their qualifications which makes them qualified to instruct the courses they are providing at the institution. All of this information must be included. For example, if a degree was earned simply putting BA does not clearly identify their qualifications. It should be clearly identified for example, as BA Business Administration.

REPORT OF THE WASC PATHWAY B VISIT TEAM

To Ashford University

March 11-16, 2012

Team Roster

Chair:

Stanley O. Ikenberry, Professor and President Emeritus, University of Illinois

Co-Assistant Chairs:

Karen Graham, Vice Chancellor for Faculty Affairs and ALO, Chapman University

Eileen Heveron, Provost and ALO, National University

Team Members:

Laurie Dodge, Assoc. Vice Chancellor of Institutional Assessment and Planning, and Associate Professor, Brandman University

Marilyn Eggers, Director, Office of Educational Effectiveness, Loma Linda University

Sally Johnstone, Vice President for Academic Advancement, Western Governors University

Jeffrey Keith, Operating Partner Higher Education, Sterling Partners

Les Kong, Coordinator, Library Media Services, California State University San Bernardino

Michael Offerman, Independent Consultant

John Reynolds, Executive Vice President, Azusa Pacific University

Gregg Thomson, University of California, Berkeley

Jane Wellman, Executive Director, National Association System Heads

WASC Representative: Teri Cannon, Executive Vice President

The team evaluated the institution under the WASC Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the Accrediting Commission for Senior Colleges and Universities. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WASC website.

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SECTION I. OVERVIEW AND CONTEXT

Section I.A. Description of the Institution & Context for Visit

Ashford University was established by the Sisters of St. Francis in Clinton, Iowa, in 1918 as a not-for-profit junior college for women and was accredited in 1950 by North Central Association under the name of Mount St. Clare College. In March 2003, Mount St. Clare College changed its name to The Franciscan University and shortly after to The Franciscan University of the Prairies. The Franciscan University of the Prairies became a wholly owned subsidiary of a public, for-profit company, Bridgepoint Education, Inc., and was renamed Ashford University in 2005. Ashford University's most recent reaccreditation from North Central Higher Learning Commission was awarded in 2006.

The University's interest in adult learners began in 1962 (University Catalog, p. 1) with the establishment of an evening program for students with careers and family responsibilities. In 1967 the College became coeducational and baccalaureate degree programs began in 1979. Graduate degrees were initiated in 2003 when the college name was changed to The Franciscan University. Ashford University describes its recent transition and partnership with Bridgepoint Education as an effort to maximize efficiency in student services and expand its service to nontraditional students while maintaining the University's commitment to a mission of service and autonomous operations and a general education perspective in the liberal arts, promoting intellectual inquiry, serving its constituencies with integrity, and providing students with opportunities to develop social consciousness, preparing them for professional services, and pursuing a search for truth.

In its present structure, Ashford University utilizes centralized support services provided by Bridgepoint Education in the areas of finance, legal, information technology, human resources, and learning resources. Academic matters and oversight (instruction and curriculum) are the responsibility of Ashford University. Ashford University describes itself as taking a "bold approach" to using information technology to improve holistic student success in 21st Century higher education. Ashford University has maintained its Clinton Campus in Iowa, where students engage in a traditional delivery of programs and services, and has added a vastly larger online division to serve a broader range of students in

nontraditional age groups, modalities, and innovative curricula. The online division has its administrative headquarters in San Diego, CA and has been operating for seven years.

In its self-study for WASC Initial Accreditation, the University describes its affiliation with Bridgepoint Education as a benefit to both its traditional Clinton campus and its non-traditional online campus by providing "operational connections between the San Diego Campus and the Clinton Campus; integration of traditional and nontraditional student age groups; the distinctive (and interdependent) aspects of online and on-ground instructional modalities; and the integration of policies and strategies for ensuring transparent communication, leadership and integrity in the internal and external operations of the institution." The team will return to these issues in subsequent sections of the report, but it should be noted at the outset that while relationships between the Clinton and San Diego operations are cordial, the integration of the traditional and non-traditional instructional systems in ways noted above is not yet fully developed. In many crucial ways the two quite different models operate largely independent of one another.

At the time of Ashford submitted its Self-Study (Fall 2011), the Clinton Campus enrollment was 973 students and the San Diego online division enrollment was 73,623 students. [Required Data Exhibits, Dec 2011] The University offers 74 undergraduate degrees and six graduate degrees (2010-11 catalog). The self-study report indicates that Ashford University employs 56 full-time faculty at the Clinton Campus and seven full-time faculty in the online division administered from the San Diego Campus. An additional 36 full-time faculty have been hired for online division since December 2011. The University Catalog reports the student/faculty ratio in 2006 as 14:1 and 33:1 in 2010. Completion rates reported in the current catalog are 58% for men and 42% for women and retention is reported at 36% for 2010-2011. Detailed information regarding the team's investigation and verification of these data is included below in this report.

A major challenge for the University is the growth taking place in the online division at the San Diego Campus. Enrollment in Fall 2007 at 10,568 total students increased in Fall 2011 to 74,596 students. [Required Data Exhibits, Dec 2011] The University has responded that they have increased academic and support services staff, which will be described in the team's report.

The locus of Ashford University's operation has shifted from the on-ground campus to the online operation in California as the online offerings have grown. As a result, Ashford determined, in consultation with HLC and WASC, that WASC is the appropriate regional accrediting agency. In August of 2010, Ashford University applied for eligibility status with the Western Association of Schools and Colleges Senior Commission as part of its re-incorporation and development of the San Diego Campus.

In April 2011, the WASC Eligibility Review Committee found that the University had sufficiently met all 23 criteria for Eligibility status. Ashford University was granted four years of eligibility during which time it could apply for initial accreditation under "Pathway B" because of its current accreditation by the Higher Learning Commission in the North Central Region. Ashford University formally applied for Initial Accreditation by WASC in May 2011 and the initial accreditation visit was scheduled for Spring 2012. The following report represents the findings of the visiting team that conducted a site visit to the Clinton campus on March 11-13, 2012, and a site visit to the San Diego campus on March 13-16, 2012.

In its letter accepting the Ashford University Application for Initial Accreditation, WASC's Executive Vice President outlined the specific areas of focus that would need close attention during the Spring 2012 accreditation visit in order to demonstrate substantial compliance with all standards. The visiting team considered these items in the WASC letter of June 3, 2011 as "prior issues raised" in this Initial Accreditation -- Plan B Report:

- **BPPE:** Documentation of exemption from California's Bureau of Private Postsecondary Education.
- **Governing Board:** Legal documents ensuring conformity with WASC standards for an independent governing board.
- **Student Services and Administrative Staffing:** Ashford must demonstrate sufficient personnel to provide administrative and staff support and to ensure that students have effective academic and co-curricular support for the adult "higher-risk" student population in the online division. WASC will expect a high level of support for these online students to promote completion and learning.

- **Faculty Sufficiency and Policies**
 - Sufficiency of full-time faculty for online division including a staffing plan with ratios to ensure adequacy of oversight during plans for growth
 - A systematic method for integrating adjunct faculty into faculty roles beyond teaching
 - Policies and processes regarding faculty support and participation regarding professional development, scholarship, workload, decision-making and commitment to the University
- **Faculty Governance:** Evidence that the faculty has a defined and robust role in overseeing the quality of programs, assessing student learning, advising students, and setting academic policy.
- **Library and Information Resources:** Student access and use of information and library resources as well as qualified and sufficient library staffing to support online students
- **Financial Resources and Accountability:** Detailed information for both Bridgepoint and Ashford related to financial sufficiency, management and annual independent audits.
- **Strategic Planning:** Detailed plans and projections for achievement of goals and growth.
- **Student Learning and Achievement:** Clear demonstration of systems, processes, methods, tools, plans, results, and findings regarding student learning outcomes at all levels.
- **Graduation and Retention Rates:** Disaggregated information on retention, persistence and graduation compared with other institutions to analyze the adequacy of the rates.
- **Admissions and Recruitment:** Detailed information regarding personnel, scripts, compensation plans, training and oversight, and branding for both on-ground and online divisions.
- **Lawsuits and Investigations:** A comprehensive listing of all legal actions and investigations by governmental or licensing agencies that have recently been completed or on-going.

Section I.B. Visit Description and Description of Review Processes

The WASC visiting team for the Initial Accreditation – Pathway B at Ashford University was comprised of 12 members from a variety of higher education institutions, corporations, and agencies; the team members attended WASC’s special training webinar on conducting Pathway B visits. The visit was divided between the Clinton campus in Clinton, Iowa, on Monday, March 12, 2011, and the San Diego campus on March 14-16, 2011. Five team members visited the Clinton campus in Iowa and all 12

members visited the San Diego Campus in California. Prior to the visit, the team carefully reviewed the Self-Study document along with 329 documents appended to the self-study as exhibits, required data elements, and supporting evidence. Aside from travel days, four conference calls prior to the visit, and team orientation meetings on the two afternoon/evenings prior to the location visits, the 12-member team spent three full days interviewing and reviewing additional documents at the two campuses and an additional morning providing the President and campus personnel with an exit report.

Several additional activities were put in place to enhance the team's understanding of this institution. In addition to a meeting with students, analysis of the confidential email account, and review of the institution's complaint handling documentation, a confidential Zoomerang survey of students was designed and conducted to ensure the team heard the voice of the student. The results of this survey are described in this report. KPMG was contracted to review Ashford University's financial information prior to the visit; this confidential feedback was provided to the team members for their review. In addition, four team members were provided with access to close to 60 online courses prior to the visit, and these were reviewed using specific criteria and a rubric. The results of their review are found in this report.

The team was pleased with the effort and preparation the institution demonstrated anticipating the needs of the team regarding hotel accommodations, hotel meeting rooms, and campus work rooms. Each campus and hotel location (4 in total) was complete with a full document room (all materials duplicated at each site), technology support, printers, copiers, shredders, office supplies, refreshments, and comfortable work space. In addition, the University made available an on-site IT staff member at the hotels and at the campuses to assist the team at any time including late evening hours at the hotels.

During the three days of scheduled interviews, team members participated in 53 scheduled appointments and at least a dozen unscheduled appointments arranged at the request of the team during the visit. In aggregate, the team interviewed full-time and part-time faculty (80+), University and Bridgepoint senior management/administrators (6), academic administrators and support staff (73), Bridgepoint services staff (61), graduate and undergraduate students (112), Ashford Board of Trustees (8), Bridgepoint Board of Governors (9), auditors, and community members. The visit was organized in every detail with appropriate meeting rooms, escorts for each set of team members, and on-time reminders that kept the schedule moving smoothly. While the visit was one of the largest, most

comprehensive reviews possible, the logistics and organization provided by Ashford University was also one of the smoothest in schedule and accommodations.

Section I.C. Self-Study Alignment with Standards

The Initial Accreditation – Pathway B visit to Ashford University included a self-study document that was reflective of both capacity and educational effectiveness. Pathway B requires the institution to demonstrate at a substantive level compliance with all Standards and Criteria for Review (CFRs) of the Western Association of Schools and Colleges Senior Commission. It is, essentially, a visit that evaluates both capacity and effectiveness in a single visit based upon prior accreditation with another regional accrediting agency. Ashford University organized its self-study document around the individual Standards and CFRs, which provided a clearly organized outline and presentation. The document was well-written with clarity and readability; appropriate exhibits and evidence were provided by reference to each Standard and CFR. The report was provided in a timely manner to the visiting team members in both hard-copy and electronic format. Exhibits and evidence supporting the self-study were provided electronically on wafer cards along with hard-copy menus of contents for each card. As part of the intensive nature of this Pathway B visit, several iterations of clarifying materials were requested by the team and by the WASC staff from the University prior to and during the visit self. On each occasion of additional materials request, the University provided everything requested in a timely and cooperative manner. Without exception, the members of the visiting team described the self-study and volume of materials as the most comprehensive they had experienced on an accreditation visit.

While the self-study was organized well and articulated clearly, the team found the report, in general, to be more descriptive of current initiatives underway at the University rather than self-reflective of strategic issues faced by the institution. The report appeared to lack in-depth or sophisticated understanding of the assets and vulnerabilities of the institution. The report represented more compliance-driven responses rather than analysis of longitudinal findings and areas needing development at the institution. It should be noted that the WASC manual *How to Become Accredited* states that the initial accreditation review "moves beyond a mere compliance review, considering evidence of the institution's deep engagement with significant issues." (page 20)

Specific examples of these more surface-level descriptions were in the areas of retention and attrition conditions at the University. When prompted for more detailed information, the University leadership provided additional data, which were still lacking in analysis and deep understanding of the critical importance of this evidence to the institution. A second area of concern regarding analysis and insight in the report was in the area of enrollment growth. The report did not reflect an ability to anticipate the impact of enrollment growth beyond the institution's capacity to keep pace with the infrastructure needs for student services in financial aid, student readiness for college coursework, or predictions regarding the amount of time needed to be successful in the coursework.

In general, the self-study report was data rich but information/analysis weak. Many of these issues are discussed in the report which follows. Finally, the team members expressed varying levels of frustration with the large number of individual documents addressing discrete bits of sometimes redundant information which, at times, seemed to contain variations in data. While the team understands that the data at Ashford do change rapidly because of the 50 weekly class starts each year, a point-in-time organization of data would have perhaps been helpful.

SECTION II. EVALUATION OF INSTITUTION UNDER THE STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes (CFRs 1.1-1.3)

The institution has clearly developed and published organizational identity statements as evidenced specifically by its core values, mission statement, and statement of purposes. The team found that the institution's mission, including affordability and accessibility, is well established in both Clinton and San Diego and provides a strong institutionalized identity for Ashford University. The institution's leadership and staff are commended for their continued care and attention to this important part of the university's identity.

The institution is committed to a future of alignment, measurement and public disclosure of specific institutional, program and course outcomes supporting the mission. The supporting systems and

leverage of technology collecting data on these indicators are commendable. Intentional processes to utilize these indicators, transforming these critical data to management information and thus informing key indicators of student success (persistence, retention, and graduation) are emerging, as demonstrated by the recent implementation of several innovative tools (e.g. Waypoint). It is recommended that, since the online unit of the university uses a non-traditional academic and management model, specially designed management systems that include thorough review, informed reflection, thoughtful interpretation, and actionable solutions, prioritization and execution should be developed.

The leadership of the institution is mission-focused, energized, and passionate about the purposes of the institution. There is an emerging understanding of the challenges of managing an online, high-volume business model, and the implications of uncontrolled growth. Several professional development programs are available for leaders and these provide a tiered approach to skill and competency training and development. Still, the team observed an absence of a sufficiently large and seasoned staff necessary to guide and assure the long-term academic success of Ashford University. It is recommended that intentional effort be made to engage quality academic personnel (faculty) in new roles and ways consistent with the uniqueness of Ashford and under policy direction by the Board of Trustees. (CFR 1.3)

Integrity (CFRs 1.4-1.9)

Ashford University's commitment to academic freedom is fulfilled through the Freedom of Inquiry and Expression statement that appears in the 2011-2012 Ashford University Catalog and also through the provisions for due process as outlined in the Bridgepoint Education Employee Handbook. (CFR 1.4) The institution's responsiveness to diversity is demonstrated through its diversity statement in the current academic catalog; its attention to geographic, ethnic, and gender diversity; its Promoting Awareness and Wellness program; and its attention to increasing both student and faculty diversity. (CFR 1.5)

When evaluating evidence regarding CFRs 1.6 through 1.9, the team had concerns about Ashford University's record on enrollment growth and student completion. The primary issue that drove this concern is the fact that the online division of the institution has only been operating in its current form since 2005, has experienced extremely rapid growth in a short period of time, and has experienced a high

rate of enrollment turnover. It is important to understand the level of difficulty the team had with understanding how data about retention, persistence and completion were constructed and reported by Ashford University. Repeatedly the team found the various data sets to be confusing. Moreover, the team had concerns that Ashford's awareness and ownership of the fundamental challenges of retention, graduation and attrition are not sufficiently developed. These issues will be discussed in depth in Standards 2 and 3 in this report.

One possible way to think about integrity, particularly as it relates to the CFRs and the expectation that academic issues take priority in an institution of higher education, is the balance between investments made in academic matters and investments made elsewhere, such as in marketing and sales. The university reports that it has 2,150 Admissions Counselors and 155 Student Relations Specialists who support the Admissions Counselors, thus having 2,305 positions in enrollment services. Taking the fall 2011 headcount enrollment of 74,596, the ratio of students to enrollment counselors is 32:1 while staff reported that the ratio of students to advisors is 300:1. The team was concerned that this does not suggest an optimum alignment of institutional resources with stated mission and priorities; however, staff reported that the ratios are not reflective of the numbers of students contacted. A vast majority of potential students never enroll.

From a capacity point of view, WASC CFR 1.7 sets the expectation that an institution truthfully represent goals and services, demonstrate that its academic programs can be completed by the students who are admitted, and treat students fairly and equitably. From an educational effectiveness view, CFR 2.10 sets the expectation that student needs are identified and supported. (Also see CFR 3.5 re alignment of resources). One concern noted by the team was that students may be disadvantaged if brought in without being ready to succeed and are then not supported adequately so that a substantial proportion actually can succeed. The data show a 53% attrition rate over a four-year period.

It is recommended that the institution address the levels of student attrition described in Standard 2 in this report. This will require not only the successful execution of currently identified initiatives but will also require reconsideration of current student acquisition strategies and processes.

Standard 2: Achieving Educational Objectives through Core Functions

Teaching and Learning (CFRs 2.1-2.7)

The systematic assessment of learner outcome equity in terms of content, degree level and academic rigor, contrasting the same programs delivered both on the traditional campus in Clinton and programs delivered virtually, will require careful management. The academic programs reviewed during the visit were of an appropriate content and standard. Inconsistencies were observed, however, in several course curricula in levels of academic rigor and learning. For example, some upper-division courses required less academic rigor than lower-division courses within the same college. The seasoned academic leadership required for the institution to be effective in the oversight and teaching of such a large student body and in an online environment is an area of concern. Cognizant of the many traditional faculty activities that are provided by the extensive academic support services staff in the institution and the large number of part-time faculty, the ratio of qualified full-time faculty to both the volume of programs and students appears to be inadequate (47 Faculty FTE: 67 programs: 74,596 student FTE). It is recommended that the institution develop and execute a faculty capacity model, aligned with the institution's mission, purposes, institutional outcomes and innovative business model, so as to support and sustain educational effectiveness. This would potentially provide a more proactive and tangible plan for full-time faculty acquisition and retention. (CFR 2.1; also see CFR 3.1)

Ashford University has clear admission standards, including specific criteria for their specialized programs, for both undergraduate and graduate degrees, in both the traditional, on-campus, and online programs (CFR 2.2). The institutional learning outcomes (ILOs) serve as a coherent set of expectations for all students at the undergraduate and graduate levels, regardless of majors (2011-2012 Ashford University Academic Catalog). The undergraduate general education programs meet WASC expectations for breadth and unit requirements. The institutional learning outcomes meet all of the five core learning competencies listed in CFR 2.2a, addressing directly written and oral communication, and appreciation of diversity; and implicitly addressing college-level quantitative skills, critical thinking, and information literacy. Graduate programs appear to be structured in accordance with the expectations of CFR 2.2b, with appropriate faculty and learning outcomes. (CFR 2.2)

Ashford University student learning outcomes and expectations for student attainment are stated at the course, program, and institutional level. (CFR 2.3) The course learning outcomes (CLOs) are listed in the course syllabi and most of the outcomes are measurable and aligned to course-level assessments. Some discrepancies in course learning outcomes were found when comparing online and on-ground (Clinton campus) courses. Of the five randomly selected undergraduate courses from the four schools reviewed, only two of the courses had the same course learning outcomes. Further analysis of the courses showed variability in expectations for student attainment and rigor between online and on-ground delivery. Based on the quantity, complexity, and depth of assignments (e.g., research paper with citations vs. quizzes), two of the online courses were more rigorous, one on ground course was more rigorous, and two of the courses appeared to be of equal academic rigor. Although this is a small sample, the findings from this analysis confirmed the impressions of the four assigned team members, gleaned from the in-depth review of a much larger number of online syllabi and related coursework.

Program learning outcomes (PLOs) are stated in the catalog and in the on-ground syllabi. However, the program learning outcomes were not listed or referenced in the online syllabi. Because there were found to be differences noted in the listing of the program learning outcomes in the on-ground syllabi and the catalog, it is suggested that the institution ensure that program learning outcomes match across all documents to promote student and faculty understanding and clarity. The institution may wish to consider listing a designated program learning outcome and/or institutional learning outcome on the syllabi if the course is targeted for a signature assignment. Highlighting the program learning outcome with the signature assignment will assist students and faculty in understanding expected student attainment for their degree program. (CFR 2.4)

The institutional learning outcomes (ILOs) were listed in the catalog and on the syllabi (online and on-ground). Some notations were provided in the syllabi outlining course assignments to institutional learning outcomes. However, this was confusing as one assignment may address one program learning outcome and six institutional learning outcomes.

The faculty and staff are earnest in their expectations for learning and student attainment, which is consistent with the Ashford's mission. (CFR 2.4) These expectations are identified in the ILOs, PLOs, and CLOs and guide program curriculum and course development with their systematic 13-week course

development process. This process is guided by detailed documents such as, "Ashford University Course Developer's Guide and Checklist," "Ashford University's Rubric Development Guide," and the new "Discussion Board Job Aid for Curriculum Developers" created by the Ashford University Critical Thinking Task Force. This last document gives faculty course authors specific discussion board strategies to increase critical thinking for students. In addition to documents that support faculty course authors, Instructional Designers provide assistance for faculty. The complex system for course development and course revision as described in the Self-Study includes program managers, instructional designers, full-time faculty and deans, curriculum coordinators, assessment specialists, and others as needed. This detailed process schedules multiple check points to ensure a standard level of quality and consistency.

The University has developed an assessment process that includes the implementation of ILOs, PLOs, and CLOs, outlined in program assessment maps (Wafer 2, Item 23). When talking to program managers and assessment specialists, the team learned that the PLOs are addressed in the course development process but are not included in the course itself. ILOs are assessed using the Waypoint system rubrics in appropriate courses. The team suggests that Ashford include its ILOs and PLOs, in addition to the CLOs, in all course syllabi and course maps to clearly show how they are connected to course assignments, projects, and assessment so students will see the intentional design of their programs and courses. (CFR 2.7) This may provide a more direct and focused approach to assessment of institutional learning outcomes in particular.

Ashford is committed to providing quality courses to its students. Thus a goal has been set to have every course be reviewed by an external Quality Matters (QM) reviewer. QM trained faculty from other institutions review submitted AU courses with the QM rubric that has eight categories and 41 specific standards to make sure each course meets them (QM - <http://www.qmprogram.org/>). The team commends Ashford for its commitment to ensure course quality. The university started the QM review of its courses in February, 2010, and "as of October 31, 2011, 366 courses have been recognized as meeting the QM standards, which is more courses than any other institution in the nation www.qmprogram.org/qmresources/courses/grouped_by_inst.cfm" (Self-study, p. 78). Nevertheless, the site team's review of 51 selected Ashford courses showed inconsistent course quality, indicating the need for continued commitment to course quality improvement.

The visiting team members developed a rubric for reviewing the majority of courses provided by Ashford for this visit. The review included the following items: academic integrity (including policies stated in syllabi and how these would be implemented in the courses); course learning outcomes (including if they were provided, tied to grading for the course, and aligned with assessment); program learning outcomes (similar assessment as with course learning outcomes); credit unit value alignment with coursework; rigor of coursework aligned with course level; student engagement and interaction; feedback by faculty to students; student support offerings (including method to access, support by faculty member, support available from the University); course structure, instructional design elements, cohesiveness, and ease of use; ADA compliance; inclusion of information literacy objectives. The reviewers each reviewed three courses to ensure inter-rater reliability and then each reviewed additional courses in different disciplines.

From the self-study, faculty course authors and instructional designers take collective responsibility for establishing expectations for student learning in the courses. Instructors are responsible for fostering a learning environment in their courses and for determining the attainment of these expectations. However, data are in the early stages of being collected in Waypoint for the ILOs, PLOs, and CLOs; therefore, little or no analysis has been done at this time. Although Ashford is in the midst of setting up a variety of assessment systems to establish, review, and demonstrate the attainment of its learning and student attainment expectations, it has yet to set up the necessary processes for analyzing data and making meaningful data-informed decisions. It is recommended that the University involve both full-time and part-time faculty in developing and being a key part of these processes to create a culture of effective learning and assessment. (CFRs 2.4, 2.6)

After reviewing 51 online courses and interviewing the academic leadership, a selection of online faculty and students, the following observations pertinent to CFR 2.5 were noted by the reviewing team:

First, the format of the online courses is consistent and allows students to focus on learning the course materials instead of learning a new format for each class. The standardized course template also allows the institution to automate the tracking of student comments and faculty responses. The downside of the standardized template and its role in enabling the tracking process is that instructors (and students) are locked into a text-based, discussion-heavy means of teaching and learning regardless of whether or

not that is an appropriate pedagogy for the course goals. Second, in the majority of the cases reviewed, the aspect of the course that often/frequently contributes the highest single percentage of a student's grade was found to be 'discussion.' This is true for lower-division and upper-division undergraduate courses, and for graduate courses. While the instructors make comments in these online discussion sessions, it was found to be rare for an instructor to challenge a student's comments or have the student correct or elaborate on the comments. This observation belies the assurances that the system for monitoring the 2,600 adjunct instructors can adequately identify situations in which the instructors might not be performing in ways that assure student learning. After learning about the way the tracking systems are designed, this locked-in structure makes some sense as a *management* system but may not from a *learning* perspective. (CFRs 2.5, 2.6)

Third, while the level of discourse in the online discussions reflects a slight difference between an undergraduate and graduate course, there was found to be little difference between lower- and upper-division undergraduate courses. Given the weight of this course-related activity, it is difficult to determine whether the students are being challenged. There was also wide variability in practice among instructors. Most offered comments like "nice" but did not give substantive responses; however, others made comments, asked questions, and gave additional resources that challenged the students in meaningful ways around the topic being studied. The former practice appears to be the norm. (CFR 2.5)

Finally, the online tests/quizzes sampled by the review team appeared to be not very demanding and did not reflect the level of challenge for any usual practices used to assess the mastery of the material typically found in the courses reviewed. Determining whether graduates achieved the stated levels of attainment is difficult without a system that assures the person commenting in the discussion, taking the quizzes, writing the papers is the person who gets the credit and the degree. While Ashford currently uses login and passwords, the team did learn from the Technology and Learning Technology Specialists that Bridgepoint is considering the adoption of more stringent student authentication services within a short time. It is recommended that a solution allowing the institution to verify student authenticity more rigorously be implemented as quickly as possible (CFRs 1.8, 2.6)

Ashford has begun to develop strategies to ensure that faculty members evaluate student work based on defined expectations, primarily through rubric development (via *Waypoint Outcomes*) and

faculty training opportunities. (CFR 2.6) *Waypoint* rubrics are based upon well-defined evaluation criteria. Additionally, faculty may use pre-written, editable feedback with embedded, active hyperlinks that may be inserted as appropriate. Issues related to inter-rater reliability call into question the validity of assessment data gathered via *Waypoint*. At this point, a relatively small number of courses are *Waypoint* enabled, and further study and work on its use as an assessment tool must take place. It is also not clear how explicitly levels of attainment for the various learning outcomes at the program and institutional level have been defined, normed, and assessed. AU has piloted a limited number of programs for review, and it is at the early stages of collecting and evaluating student work in ways that lead to program improvement.

Ashford University's academic staff members reported their reliance on evidence generated from the *Waypoint* tool that links faculty grading of students' work to rubrics that embed program and university learning outcome goals to show that students are achieving the designated learning outcomes. Given the growth in the number of part-time/adjunct instructors to accommodate the increases in enrollment and the observations noted above relating to the great variability in instructor performance, the team questions whether the processes currently in place to train instructors and manage the quality of their performance adequately assures the validity of the *Waypoint* data as evidence of student mastery of the program/university's learning outcome goals. (CFRs 2.4, 2.6; also see CFR 3.2)

Program Review Results (CFR 2.7)

A total of six program reviews have been completed by the institution: 1) BA Early Childhood Education 2/2012; 2) BA Social and Criminal Justice 2/2012; 3) BA Business Administration 12/2011; 4) AA Business 12/2011; 5) MA Organizational Management; and 6) BA Organizational Management. The additional 74 programs are scheduled for program review completion from 2/2013 through 8/2017.

The program review process included analyses of the program learning outcomes although data samples were small compared to the total student population. In some cases, data sizes were not provided, bringing into question the reliability and generalization of the findings. Of special concern was the lack of a robust assessment tool for measuring student learning. For example, the majority of the PLOs cited high percentages of meeting or exceeding expectations on a designated assignment without providing the criteria used to assess student learning. As noted above, the institution is currently building

a rubric approach to signature assignments which should provide the faculty with data to make curricular improvements and for accountability purposes. In addition, triangulation of data was evident for some program outcomes through indirect assessments (e.g., student evaluation of skills) and standardized exams.

External reviewers were used as part of the program review process in some but not all cases. The institution has recently created a more comprehensive program review process which should assist with future reviews. Of special attention is the need to clearly align recommendations with data results. Although recommendations were provided in the program reviews, there was not a clear relationship between findings and the recommendation.

The institution is at the initial stage of development of its program review process. The institution will benefit from use of trend data over time, aggregation and disaggregation for online and on-ground delivery of the same degree program, clear alignment of data results to curriculum improvements, use of comparative data from external sources, and clear alignment with planning and budgeting.

Prior Learning Assessment

The institution has appropriate policies and procedures for prior learning assessment for the Experiential Essay. The credit limit, matching to existing catalog course, assessing and awarding of credit and transcript language conforms to WASC's policy on Credit for Experiential Learning.

The institution also provides students an opportunity to be awarded credit through Sponsored Professional Training. This process requires the student to provide documentation of the experience, length of course, and training content, contact information for training supervisor, and a one-page credit rationale paper. Based on these documents, an assessor (faculty with discipline expertise) will award credit. A student may earn one semester credit for 15 contact hours that may align to an existing course or may be granted as elective credit in a discipline (e.g., two credits in business). This institutional practice does not appear to conform to the WASC policies on Credit for Experiential Learning and Credit Hour since it documents experience but lacks evidence of student learning outcomes aligned with course outcomes. This practice needs to be evaluated and revised to conform to WASC policies.

Scholarship and Creative Activity (CFRs 2.8-2.9)

Ashford University incorporates scholarship and creative activity into its performance evaluation of faculty, and offers some support for such activities, such as full-time faculty being eligible to apply for professional development funds. This support, however, is not available at this time to the part-time, adjunct and associate faculty members which constitute the preponderance of faculty members employed by the institution, raising the question of how this resource so crucial to Ashford's sustainability is nurtured. In addition, the team did not find evidence that scholarship and creative activity has yet been defined for faculty teaching in graduate programs, most of which rely heavily on a capstone project. It is suggested that the institution further its work on defining and providing for faculty scholarship. (CFR 2.8)

The Self-Study Report offers meaningful evidence that Ashford connects service to student learning and teaching, particularly through internships and partnerships with local organizations. The University hired a Service Learning Administrator in 2011, and during that year, foundational work was performed, and service learning opportunities were offered to students enrolled in the Freshmen Experience course. In a meeting with Student Affairs staff, service learning opportunities were discussed in the context of volunteer activities that are promoted to Ashford students. Within the context of a nonstandard, online instructional delivery environment, Ashford promotes these opportunities to its students and it appears that it is building the capacity to meet this criterion. (CFR 2.9)

Support for Student Learning (CFRs 2.10-2.14)

The team's review found that Ashford collects student data on retention and graduation rates, disaggregated by demographics and areas of study. However, as noted briefly in Standard 1 and again in Standard 4, the team found these institutional data efforts inconsistent, and sometimes lacking depth and analytical sophistication. Systematic development and display of student outcomes across student characteristics and fields of study over time were not evident. Student surveys are employed, but on a fairly rudimentary level. (CFR 2.10) Given the high rate of student withdrawal, the failure to have developed a series of institutional research studies that assess factors associated with student success is significant.

While the team understands that the institution's student body is older and transfers credit into Ashford, there would have been value in providing greater clarity about how the datasets had been compiled and what definitions were used in order to make the data understandable and the implications more apparent. The fall cohort method used to determine year-to-year retention and completion rates employs a definition of cohort that includes those students who are enrolled by May 8th and are also enrolled in the second week of September. The team had concerns regarding whether the fall cohort method used by Ashford provides the institution with data that would help it become truly informed as to which students are withdrawing, when they are withdrawing, and why. In February 2012, WASC opened for comment a proposal that is expected to be approved in June, whereby institutions that use multiple entry points throughout the year will be required to report using the full year method.

In looking at Ashford's full-year cohorts and considering a four-year period to allow for the indicators whereby some students might leave and return at a later date, which the administration believes to be common, it was revealed that from Fall 2007 to Fall 2011, 240,911 students have been recruited to the institution and 127,879 of those students have withdrawn. Each year with the exception of last year the institution experienced high levels of withdrawals.

**ASHFORD UNIVERSITY – 12 MONTH NEW ENROLLMENTS, WITHDRAWN, PERSISTING AND GRADUATES
FOR 2007-08 THROUGH 2010-11 AS OF MARCH 14, 2012**

Cohort	2007-2008	2008-2009	2009-2010	2010-2011*	Total
New Enrollments	27,689	53,581	74,419	85,222	240,911
Graduates	7,915	11,763	9,502	1,528	30,708
Subtotal	19,774	41,818	64,917	83,694	210,203
Persisting	1,955	7,709	19,776	52,884	82,324
Withdrawn	17,819	34,109	45,141	30,810	127,879

*Students entering in this year have had only a minimum of eight months and up to 20 months to graduate. Thus, the number of graduates for this cohort is not as high as previous years because insufficient time has elapsed.

The level of withdrawal led to consideration of whether the institution's level of growth coupled with attrition meets the WASC standards about operational integrity and support for student success and achievement. According to a 2011 consultant report, this level of attrition was anticipated. Based on this report, the institution launched several initiatives to improve retention and persistence, and the institution's leadership team stated that it intends to grow enrollment at more modest rates, at about five to seven percent per year. The efforts to increase persistence include a new orientation course that is being piloted in one school (College of Health and Human Services) for students entering with fewer than 24 transfer credits, and a reduction in class size in eight courses from 60 to 35 students. (CFRs 2.6, 2.10, 2.13)

The team appreciates that the institution recognizes the need to improve its persistence efforts but it also finds that acceptance of the retention challenge and the focus on finding remedies to improve it need further attention. Controlling the enrollment process and improving persistence will be a challenge for the institution. The team observed an organization that is operating in its current form since 2005, in what could be described as "early stage" mode, with simultaneous engagement in multiple initiatives (most started within the last six to eight months). Both faculty and staff members reported on the multiple initiatives underway and, while there is excitement about the new efforts, the atmosphere appeared at times to verge on frenetic. The team observed a lack of organizational maturity and capacity to take the institution to the next level. Partly, this concern regarding capacity stems from the narrow range of experience demonstrated by the staff and in part from the limited academic leadership depth available to the massive online programs. (CFRs 1.3, 3.1, 3.9)

Ashford has initiated 11 action steps to improve retention (Item 14, Student Attrition Action Plans, Additional Documentation Request #2) and ultimately student success. Included in these are expanding a student orientation course currently being piloted, adding additional faculty, creating a new student services position (again, now being piloted), and creating Facebook study groups and reduction in class sizes. In parts of the Ashford self-study and other materials, the institution compares various data points with other for-profit educational institutions that offer online instruction. Review of those institutions reveals substantially smaller average class sizes. For example, one institution features in

some of its promotional material an average class size of 18 and another states on its website that its average class size is 16.

Ashford acknowledges the lack of co-curricular programs for its online students. However, given the demographics of Ashford's online student population, i.e., overwhelmingly adult and mostly working full-time, there is the question of the extent to which Ashford needs to attempt to develop such programs. In the team's meeting with students, they voiced the opinion that this an area where there are not unmet student needs. The University does, however, provide co-curricular opportunities at its Clinton campus. (CFR 2.11)

The University is cognizant that its students have busy lives and little time and have put in place an advising system to meet these needs. A recent initiative that moves from a student having both a financial and an academic advisor to having a single advisor appears to be well-conceived. This initiative, which is new, will need to be carefully monitored to ensure that it accomplishes the goals the University has in mind. The student survey conducted by WASC inquired about admissions advising information received but not upheld. Only five percent of responders provided input for the open ended response; a review of these comments showed that the number of credits eventually transferred was fewer than expected as a "dissatisfier" but only 2% of respondents indicated that the transfer credits information was inaccurate. The survey results generally revealed little dissatisfaction with advisors and confirm that advisors respond to inquiries and complaints in a timely fashion. (CFR 2.12)

According to the WASC student survey, student service ratings of accessibility (very accessible + accessible combined) ranged from higher than 90% (registration and library access/support) to 87% (academic counseling, financial aid, and advising by faculty) to 84% (academic support or tutoring) and 81% (career services), as rated by those indicating that the service applied to them. A significant number of respondents answered "NA" for career services (37%) and academic support or tutoring (19%). 61% marked academic counseling as Very Accessible and 23% as Accessible. However, the student survey revealed that, of the small percentage of students who were not satisfied, the services provided by financial aid were an area of concern. The team realizes that there are very real challenges in determining and awarding financial aid in a timely fashion across fifty points of entry per year. Given the

high rates of student attrition, the university's challenge remains to assess more rigorously how student support services are or are not meeting the needs of specific types of students. (CFR 2.13)

Ashford is predominantly a transfer institution and the academic policies and requirements are set up to accommodate this population. The most prominent accommodation is the highly visible high level of transfer students granted credit for courses taken at other universities and for life experience. The institutional challenge requiring careful scrutiny is the proper balance between awarding transfer credit too readily and not awarding credit that students believe that they may be entitled to, as noted above. A substantial number of survey respondents who indicated that promises were made to them before they enrolled (only 5% of the survey respondents) stated that the promises were about transfer of credit (41%). In terms of frequency, therefore, the number one student complaint in the student survey conducted by WASC concerned the discrepancy between the number of transfer credits that students believed that they would receive and the number that that ultimately counted. Further institutional self-assessment is recommended to ascertain the basic distribution of these student complaints. (CFR 2.14)

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Faculty and Staff: (CFRs 3.1-3.4)

Sufficient Personnel. In 2006 Ashford University employed 35 full-time faculty, 232 part-time faculty members and 112 instructional staff and was serving 3,836 students. These numbers have increased significantly over the past six years. At the time of the self-study submission, Ashford University employed 56 full-time faculty members, 2,458 part-time faculty members, and 875 instructional staff personnel to serve the 74,319 students in academic programs on-ground and online. In addition, since fall 2011 the University added 43 new full-time faculty members in the online division. Administrators explain the difference in faculty/student ratios between the traditional campus in Clinton and the online division in San Diego by describing how the University uses an "unbundled" faculty model. In this model, many of the activities of traditional faculty members are provided, instead, by qualified professional instructional staff (112) whose positions augment the full-time faculty in roles such as

oversight of part-time and adjunct/associate faculty, assessment support, curriculum development and technology applications/design of curriculum. (CFR 3.1, 3.2)

Faculty and staff are governed by an on-ground Faculty Handbook, an Online Faculty Handbook, and a Staff Handbook. In interviews with the administrative leadership team and the academic leadership team in San Diego, the team inquired about the sufficiency of staff and how staffing levels and faculty levels were determined. Faculty levels were described as providing at least one full-time faculty member per academic program while also being adjusted for program enrollments. Staffing levels were directly related to student headcounts which were explained clearly and repeatedly by student service administrators who were able to give specific examples of staff-to-student ratio changes based on specific enrollment changes. Academic administrators admit that more full-time faculty would always be welcome, but believe that with the Instructional Specialists infrastructure supporting faculty oversight work, they are providing reasonable assurance of the quality of part-time faculty evaluation and curriculum development.

The team, however, had difficulty understanding the recent expenditures for new enrollment advising staff which were more than double expenditures for faculty and academic staff. (See CFR 3.5 below for more detail on this concern.) While the University is intentional and attentive in covering all academic activities required for its programs and instructional delivery with efficiency and adherence to its standards, the team also found that the academic culture at Ashford University is dominated by an emphasis on efficiency, which changes the identity of the academic institution from one where decision-making is informed by thoughtful, interpreted judgments regarding education to one in which decision-making is driven by efficient systems and processes. While the institution has developed multiple layers of staff support systems with checks and balances to assure accuracy and timely service, numerous interviews with faculty and staff by several members of the team revealed consistently a lack of academic dialogue and informed judgment underlying the decisions regarding curriculum development, pedagogy, and learning theory. The staff processes appear to be determining the academic rationale for changes and improvement. For the online program it is not evident that the faculty is providing the range of academic service to the institution that will be essential to long-term sustainability and quality assurance. (CFRs 3.1, 3.2)

Instructional Support Staff. Ashford University describes itself as an institution whose faculty numbers “are substantially augmented by academic support staff” such as Instructional Specialists (38), teaching assistants (800), and Writing Instructional Specialists (14). The academic support staff student/faculty ratios are 92:1 for Teaching Assistants, and 592:1 for Writing Instructional Specialists. The faculty/staff ratio for Instructional Specialists (44) to faculty (approx. 2600) is 1:65. The instructional support staff augments the faculty role to allow for more focused and efficient student services support while reducing the need for full-time faculty. The team found that the instructional support staff was highly motivated to support student learning, competent in the activities of their specialized assignments, and professional in their demeanor and respect for faculty and students. However, the team was not convinced that reducing the full-time faculty based on this model could support an academic culture with diverse ideas and approaches to program and curriculum. In interviews with faculty, the team found that shared dialogue among faculty members regarding their classroom instruction, workload efficiencies, responses to students, and concept attainment in similar disciplines was missing from the environment. (CFRs 2.1, 2.8, 3.2-3.4)

Bridgepoint Services Staff. In addition to instructional support staff, Bridgepoint employees support students and faculty in areas of finance, legal, information technology, human resources, and learning systems support. The collaboration between the Ashford University faculty and academic staff and the Bridgepoint service staff is described by all participants as highly collaborative, professional, and supportive. In multiple interviews with Clinton campus faculty, online faculty, and academic staff, the services provided by Bridgepoint employees are described as timely, responsive, and competent. Clinton campus faculty especially expressed appreciation for the important and professional work of the Bridgepoint support services available to them at any time. (CFR 3.1, 3.2)

As part of the accreditation review, the team solicited and reviewed student comments from a variety of sources regarding all university services. The team conducted a Zoomerang online student survey sent in February 2012 to approximately 80,000 students. The survey enjoyed a response rate of more than 30%, generating nearly 23,000 comments from students. The team also reviewed more than 700 student complaints and grievances filed with the university, and analyzed nearly 1,500 of 1,923 student comments gathered through the confidential email account established in advance of the visit.

Only 20% of comments were negative and these were aggregated around areas such as financial aid, transfer credits, tuition and fees changes, and workload required. The comments were predominantly positive (66%) and appreciative of the University's service and timely responsiveness. Specific data results are included in Appendix C.

Faculty and Staff Development. A clearly organized schedule of faculty and staff development activities is described in the self-study. Faculty development is promoted through optional and mandatory monthly training and development opportunities including topics such as ADA and FERPA workshops, harassment training sessions, and special programs designed by the Learning and Development (L&D) department. In addition to online and workshop programs, the Clinton campus faculty participate in three in-service weeks annually coordinated by the Professional Development Committee of the Faculty Assembly. Full-time faculty may make professional development funding requests to the Executive Dean of their College. Additional programs are sponsored by the Faculty Resource Center, an online center maintained by the Academic Quality team for online and on-ground faculty. Ashford University hosts an annual Academic Retreat which is attended by full-time faculty, the academic leadership of the University, and representatives of Bridgepoint support units.

Development opportunities for staff at Ashford begins with the New Hire Experience (NHE), which includes an orientation designed to acclimate employees to the organizational culture, inform them of policies and procedures, and connect them with goals and missions of Ashford and Bridgepoint. Staff members then participate in job-specific training and development programs coordinated by the Learning and Development team. L&D tracks participation of employees in training and notifies the employee's manager for disciplinary action if the training is not completed as scheduled. Two flagship programs at Bridgepoint are Future Leaders Program and Principles of Management and Leadership. Many of the professional development offerings for staff are offered in a blended learning style and cover topics such as Time Management, Communication, and Business Writing. Staff morale and enthusiasm for the mission of Ashford University were uniformly positive. Opportunities for growth and development as well as contributions to change systems and protocols were specifically described in interviews with staff. Handbooks were descriptive and detailed for each area of service and academic support. The team

found that in general development opportunities for personnel were adequate and accessible. (CFRs 3.3, 3.4) See above regarding discussion of integration and training of adjunct faculty.

Curriculum Development and Assessment. Faculty involvement in curriculum development, evaluation, and approval is demonstrated through the course development process discussed more thoroughly under Standard 2. All faculty members provide course-related assessment through the Waypoint system. Full-time and online faculty members work on assessment teams to review aggregated information regarding assessment of student learning at the course and program levels. Part-time faculty on annual contracts may be included on assessment teams dependent upon individual expertise, experience, and/or availability. Associate faculty members participate in curriculum assessment only at the individual course level. Program Review teams are comprised of two or more full-time faculty (online and at Clinton) and a part-time or associate faculty member.

New course development or revision for the online division is done by associate faculty members (i.e., individuals employed on a course-by-course contract as “associate faculty”). The associate faculty members are selected by Program Managers in consultation with the Department Chairs and Deans and are supported by Curriculum Developers, Assessment Analysts, and Quality Assurance personnel. Full-time Ashford faculty members do review courses once developed but the consequences and/or impacts of that independent review were not evident. The work of the Associate Faculty in course development and/or revision is monitored by these professional academic staff and can be completed or aborted based upon the judgment of the academic staff in these positions. Overall, this system of academic oversight appeared to the team as having limited effectiveness. (CFRs 3.2, 3.3, 3.11)

Faculty Role in Governance and Decision-Making. Faculty participation in governance and decision-making at Ashford University is provided through a Faculty Assembly which includes a Curriculum Committee, an Assessment Committee, a Graduate Council, and a Professional Development Committee. The Faculty Assembly meetings are currently held on the Clinton campus and faculty from the online division are invited to participate by phone. Minutes indicate specific members of the online faculty who are present at each meeting. Faculty members also hold membership on the Policy and Implementation Council. Team members reviewed the minutes of these committee meetings and confirmed the deliberation and voting authority of faculty in matters of curriculum approval and academic

policy revision. In interviews with the President of Ashford University, the faculty governance system was described as in transition. With the increasing size of full-time faculty for the online division, faculty will be reviewing the governance model currently in use and will, over time, develop a governance system appropriate for the two divisions of the university. (CFR 3.11)

Faculty Qualifications and Diversity. Faculty qualifications at Ashford University are tracked through the Faculty Credentials and Reporting System (FCRS). Approval to teach at Ashford can only be granted by the respective college dean using the Faculty Qualifications Profile as a guide. All Ashford University faculty members are required to hold a masters' degree. The team observed that, with a workload of 24 credits per year for on-ground faculty at the Clinton Campus and 30 credits per year for online faculty [Faculty Handbook], the qualifications and workload activities for on-ground vs. online faculty members appear to be inconsistent. It is suggested that the institution may wish to redefine workload in the context of its unique challenges and delivery system, and in support of a more robust, faculty-led assessment process. In addition, for those faculty members teaching and working in the master's degree programs at Ashford, serious consideration should be given to the advising that students need at the graduate level, which should reduce the teaching load, and to the higher degree level appropriate for graduate faculty members. [Faculty rosters] (CFRs 2.2b and Guideline 3.2)

The University does disaggregate faculty and staff profiles by gender and race/ethnicity. Five years of disaggregated data were provided in the self-study. In Fall 2011, 41% of faculty (full-time and part-time) were male and 58% were female. 62% of faculty were white, 15% were African-American, 2% were Asian, less than 1% were Pacific Islander, less than 1% were American Indian, 3% were Two or More ethnicities, and 15% were Unknown. [Required Data Exhibits 4.1]

In Fall 2011, 45% of full-time staff were male and 55% were female. 53% of full-time staff were White, 9% were African-American, 6% were Asian, 10% were Hispanic/Latino, 2% were Native Hawaiian, 6% were in the category of two or more ethnicities, and 15% were unknown. Of part-time predominantly online staff, 20% were male, 79% were female, 73% were White, 9% were African-American, 1% American Indian, 2% Asian, 3% were Hispanic/Latino, 2% were two or more ethnicities, and 9% were unknown. [Required Data Exhibits 4.3]

Faculty turnover was reported at 14% new hires, one retirement, and 4% departures. Staff turnover was reported at 40% new hires, no retirements, and 27% departures during the five years prior to the self-study. [Required Data Exhibits 4.4] (CFRs 3.1, 3.2)

Clinton Campus Faculty Model. Ashford University's on-ground faculty members (49) at the Clinton campus carry traditional workload responsibilities of teaching, advising, curriculum development, curriculum review, assessment, service to the college, and engagement in scholarship and its application. Full-time faculty members on the Clinton campus describe a robust advising system with all faculty members carrying an average of 28 to 30 advisees. Students cannot register at the Clinton campus without the individual approval of their faculty advisor. The Clinton resident faculty members are expected to teach 24 credits/academic year. Full-time faculty members are evaluated by student evaluations and peer review completed annually by the academic deans. Faculty/student ratios at the Clinton campus appear sufficient and, while there is no tenure structure at Ashford, faculty members express loyalty and commitment to the university. 18% of the Clinton campus faculty been employed there for more than 10 years. (CFRs 3.2, 3.3)

Online Faculty Model. The Ashford University online faculty is organized in an "unbundled" or disaggregated approach to faculty workload in which not all faculty members perform all traditional roles of faculty duties. Faculty are categorized as full-time (50 anticipated by Winter 2012), part-time with annual contracts (100 anticipated by Winter 2012), or associate (2,781) who are contracted for individual courses. Full-time online faculty members (seven in Fall 2011 and 44 by time of the visit) teach an average of two courses per term with a total annual teaching load of 30 credits. Online associate faculty members carry an average of 1.2 courses per term. Full-time online faculty members also carry additional duties which correspond to individual strengths in curriculum development, assessment, peer review, mentoring and service. Academic advising for the online division is provided by an advising staff rather than by faculty. (CFR 2.13) Curriculum development is assigned to associate faculty with full-time online faculty acting as reviewers for new courses in development. A curriculum development team includes Program Managers, Assessment Analysts, Curriculum Coordinators, and Quality Assurance personnel who work with the Associate Faculty. Faculty peer review responsibilities are augmented by Instructional Specialists who monitor online faculty activities with detailed workload requirement checklists

on a weekly basis which are reported to Program Managers and Deans with recommendations for improvement support, rehire, or nonrenewal. As noted in the self-study, online faculty are encouraged, but not required, to participate in service to discipline and community organizations, pursue externally funded grants and contracts, present scholarship, or publish scholarship. Creation of new knowledge is not emphasized in the online faculty role [Exhibit 83]. (CFRs 3.2-3.4, and 2.1, 2.8, 2.13)

Online faculty members are evaluated by student evaluations, Instructional Specialists, with peer review by full-time online faculty members, and annual reviews. The use of Instructional Specialists is described in the self-study as an innovative and unique practice for quality control in the online teaching/faculty model. At the writing of the self-study, 38 instructional specialists were employed by Ashford University. Instructional Specialists are charged with supporting and monitoring the online faculty's active participation in courses, providing timely responses to students, assuring grade posting, mentoring first-time instructors, and sending rubric-based reports on each faculty to the Faculty Quality Administrator. Each of these evaluation processes employ formalized rubrics and evaluation forms to provide consistency across the large number of faculty members in the online division. However, what the team deduced in multiple venues (faculty interviews, academic staff interviews, handbook reviews) is that evaluations are driven more by the "forms" than by the substance. Faculty requests for changes that are embedded in the rubrics are not possible to change. The instructional model for content delivery is created by academic leadership and then embedded in the Waypoint tool. Rubrics are monitored on a daily/weekly basis by the Instructional Specialists and do not allow for instructor deviation or innovation using individual talents or judgment in the class. For the team, this model, while efficient and while providing detailed feedback on the activities in each class at Ashford, reduces the role of faculty to technician and heavily restrains the ability of faculty to react to individual student/class needs. Faculty interviews by the team verified this conclusion. (CFRs 3.3, and 2.4, 2.5, 4.7)

Fiscal, Physical and Information Resources (CFRs 3.5-3.7)

This analysis speaks to the fiscal viability and effectiveness of resource use consistent with the institution's mission. The visiting team looked for evidence of adequacy of resources, to the strength of the systems for controlling those to monitor fiscal conditions, to meet regulatory and other accountability

requirements, and to sustain educational effectiveness. Ashford appears to be financially healthy, with a history of clean audits, budget surpluses and solid increases in revenues based on its recent history of enrollment growth in the online programs. Its spending has been conservative, perhaps too much so, but as a result the institution has substantial and growing assets.

Its financial statements, however, include external audits that are consolidated with Bridgepoint, the parent company. The fiscal relationship between Ashford and Bridgepoint raises some issues of control as well as internal and external accountability. Bridgepoint provides a number of essential support services to Ashford (e.g., human resources, financial accounting) at no direct charge. There are some risks to the sustainability of this financial position, both from the regulatory climate and from changing student interests and growing competition, in particular with other online providers. The practice also suggests a lack of full control by the Ashford President and Board of Trustees over the allocation of resources and alignment of resources with institutional priorities. The team also has concerns about the historic spending patterns, in particular the relatively high funding levels for recruitment as compared to resources to support academic quality and student success, as noted earlier.

Ashford University Revenues and Operating Income

(in millions)	FYE 2010	9 months ended 2011
Revenues	\$688.6	\$688.0
Operating Income	\$359.9	\$369.3
Instructional & Advisement	\$118.2	\$117.4
Enrollment and marketing	\$161.5	\$150.8
Infrastructure	\$49.0	\$50.0

Source: Self-study report, page 60

As noted above, Ashford presents financial information in consolidated form with Bridgepoint. Annual Bridgepoint corporate audits have been unqualified for the past five years. EBITDA (earnings before interest, taxes, depreciation and amortization) since FY 2009 have more than tripled, and are

projected to again nearly double by 2016 [Source: Item 36: Ashford University Previous Three Year Budget and Projected Three Year Budget]

Regarding financial identity and controls appropriate to support informed decision making, Ashford University is a financial subsidiary of Bridgepoint Education Inc., a publicly traded company. Roughly 96% of revenues to Bridgepoint Education come from Ashford University. As noted above, there is no separate audited financial statement for Ashford University, as expected under WASC Standards. (CFRs 1.3-1.5) Because the Department of Education has allowed Ashford to operate as a consolidated entity with Bridgepoint, the separateness has not been an issue in the past. Untangling them simply for the purpose of administrative tidiness may not be necessary or appropriate, and there are potential economies and efficiencies from the centralization of resources for support and other functions. The sharing of services further allows Ashford and its board to focus attention on academic and educational issues.

However, there are some current and potential issues arising from the ambiguity of the relationship. There is no shared services agreement (in the form of a signed agreement) between the two entities delineating expectations about services, or ascribing the basis on which costs are to be managed. This effectively means that the Ashford board and president have no fiscal information about spending on support services provided by Bridgepoint, or control over them.

The University's spending patterns and evidence of alignment of revenues with educational purposes and objectives are a concern. Related to the issues of fiscal control is a more important concern to the team, that of the history of allocation decisions and the relative underfunding of the academic program compared to an emphasis on student recruitment and enrollment – and revenue – growth. Spending on student recruitment constitutes over 31% of Ashford spending, well above spending for instructional costs and services, which in the case of Ashford includes both direct spending on faculty and the administration of financial aid, student services and academic support.

Research has shown that students who do not continue their studies default on student loans at higher rates than those who persist. This raises concerns that Ashford may experience an increasing default rate over time. According to Section 2, Standard 3, Exhibit 97 (page 116), the institution's 2009 two-year cohort default rate was 15.3%. The three-year default rate, for 2008, was 20% (Item 4,

Additional Documentation Request #1, page 104). These rates do not yet reflect the rates of students beyond the first full year after the acquisition, when total enrollment was under 10,000. The team therefore has concerns about a potential imbalance in human resource investments in admissions versus academic services and academic quality assurance as described earlier. Seven of 25 organization leaders, as identified by the institution, work in admissions. This is 28% of the institutional leadership. As noted earlier, more than 2,300 staff work in admissions, representing about a 32:1 enrollment staff to student ratio while the advisor to student ratio exceeds 300:1. Ashford has a Vice President of Admissions and six Divisional Vice Presidents of Admissions. For a majority of these staff, their only work experience has been at Ashford University. Three of these staff have worked at another institution of higher education but have only worked at one other college. This represents a very narrow range of experience.

While spending for instruction and related services has been increasing, the team is concerned about a potential under-allocation of resources to ensure adequate levels of faculty and staff necessary to support student success and in turn to ensure the ongoing financial integrity of the institution. The evidence of student early departure discussed elsewhere may suggest a need to reallocate resources from recruitment and promotion to investment in faculty and student support services, particularly in early-level online courses. In the current environment, these types of trade-offs do not appear to have been discussed by Ashford and Bridgepoint decision makers. Having discussed this issue with both the Ashford and Bridgepoint boards, the team believes both boards are aware of these concerns and may be seeking to improve and realign resources and financial transparency and control in the future. (CFRs 3.5, and 3.1, 3.2, 2.10-2.14)

Institutional budgeting; relationship between budgets and strategic plans

The University develops an annual budget, which is reviewed and adopted by the Ashford board, and subsequently reviewed and approved by the Bridgepoint board. The budget includes estimates for increases in enrollments and spending. Decisions about spending changes not anticipated in the budget can be made by the President and the Ashford board without prior review and approval by Bridgepoint, although major changes do require consultation and approval by Bridgepoint.

Budgetary planning, including enrollment and spending, was presented with the previous three-year budget and forecast for the next three years. The Board of Trustees and the President appear aware of concerns that the Ashford spending patterns have been too dependent on unsustainable levels of enrollment growth, and are working on a new strategic plan to serve as a better basis for decisions in the future. The issues related to the strategic planning process and the relationship between academic and fiscal planning are discussed below under CFRs 4.1 and 4.2

Regulatory concerns affecting financial viability

The team examined various publicly available documents to assess financial sustainability. The 10-K reports filed by Bridgepoint with the Securities and Exchange Commission note several risks to Ashford's continued viability, largely from the regulatory environment and the possibilities that the federal government will pursue ever-more aggressive oversight and financial requirements of for-profit institutions. The federal government is currently implementing new regulations requiring evidence of 'gainful employment' from for-profit institutions with a stated mission to prepare students for employment. These regulations establish thresholds for student indebtedness levels against an ability to repay federally backed loans based on earnings. These regulations apply to some of Ashford's programs and therefore will need to be managed by the institution. Ashford is well aware of these regulations and is working to manage them. Since the vast majority of Ashford students are working adults, rather than adults preparing for their first job, the institution has not historically made the monitoring of student employment a major priority for its attention. Ashford may have to do so now and in the future.

A second major regulatory issue that may affect viability is the so-called "90-10" rule. Under current law, for-profit institutions must be able to demonstrate that at least 10% of its revenues come from sources other than federal Title IV financial aid grants or student loans. As currently implemented, students receiving veterans benefits are not counted as part of the federally assisted population. While the regulatory risks are not trivial, the team believes that Ashford and Bridgepoint are prepared to adapt to adapt to new regulatory demands. The team does believe, however, that the issue of student employability and earnings should not be treated as merely one of regulatory compliance. In the current climate of rising expectations for public transparency and accountability, all institutions of higher

education need to be prepared to have evidence of value of the education they provide, especially the value-added to the student and the public investments being made in them. The team suggests that Ashford should be thinking even more creatively about ways to get ahead of these issues, regardless of how the federal regulations are ultimately implemented. (CFRs 3.5, 4.1, 1.8)

Future revenue growth

Ashford's revenue growth in the last several years is attributed to the rates of enrollment growth, rates that are unlikely to be continued into the future for several reasons. As the economy recovers from the recession, demand from working adults for postsecondary credentials may be expected to soften. Students have other competing options for online instruction from multiple national and local providers, in the for-profit arena and non-profit and public sectors, especially public institutions seeking to expand capacity in cost-effective ways given constraints on state resources and tuition revenues. As Ashford seeks to increase student retention and graduation, it will need to focus on high-impact intervention programs designed to ensure that the students who enroll in Ashford succeed.

The institution can sustain revenues and growth through more attention to retention (rather than new starts), and should be able to reduce the currently high costs per student recruited and enrolled by increasing retention. In thinking about the opportunities for changing expectations about enrollments, the institution needs to shift from a focus on generating revenues to increasing student outcomes-per-spending, and to a cost-per-degree framework. This shift will require adaption of the fiscal model now in place, along with decision-making processes and metrics to support it within the institution and with the Board. (CFRs 3.5, and 2.6, 3.8-3.11, 4.1)

Information Resources, Library, and Information Technology

The Self-Study Report demonstrates growing library collections, increased use of electronic resources, and a willingness to make expenditures on these resources. A recent survey indicated general satisfaction with library services by students (*LibQUAL+ Survey*). Interviews with faculty, staff and students indicate general satisfaction with technology resources and infrastructure at Ashford. (CFR 3.6) Considerable funds are directed towards funding subscriptions to a variety of electronic information

resources (databases, full-text journal packages, and e-book collections). With an online enrollment at more than 80,000 students, it would appear that the library is somewhat understaffed with only five librarians (at its San Diego campus), which is mitigated with the provision of a series of heavily used online tutorials for information literacy instruction. In a meeting with team members, the Director of Distance Learning Library Services indicated that customized instructional modules were developed for primarily introductory courses in anthropology, English, and communication studies. However, at this time, research methods and capstone courses are not targeted for similar efforts. Planned enhancements include increased outreach to students and faculty, and the implementation of a discovery service (i.e., “one-stop shopping” interface for journal articles, monographs, and other relevant scholarly materials]. (CFRs 3.6 and 2.2a)

The Self-Study Report provides documentation of information technology operations supported by nearly 300 full-time employees. Known as the Business Technology Services (BTS) Department, it is organized into eight distinct units: Data Analytics, Infrastructure, Risk Management, Architecture, Solutions Delivery, *Waypoint Outcomes* (Online Assessment), Customer Support and Services, and Systems Engineering. The level of support appears to be quite robust, as the combined BTS budget for 2011 amounted to nearly \$40 million. Technology initiatives may be proposed through a variety of channels, either through AU hierarchy in San Diego, or through to the Bridgepoint CEO (an example of the Ashford Mobile app was cited in team interviews with Technology and Learning Technology Specialists). BTS created the Project Oversight Steering Committee (POSC), a group with broad campus representation that recommends budget allocations. (CFR 3.7)

The AU Mobile Computing Technology initiative has garnered much praise and traffic from students. It enables iPhone users to submit discussion posts and check course activity. BTS’s foray into analytics is a promising development, and this, combined with the use of dashboards, is an investment in developing tools to enhance strategic planning efforts, and better inform decisions. (CFRs 3.7, and 4.1, 4.3, 4.5)

Organizational Structures and Decision-Making Processes (CFR 3.8-3.11)

This section of the report concerns how the institution is organized and makes decisions in terms of organizational structures, governing board independence, sufficiency of qualified administrative personnel, and the effectiveness of faculty leadership to ensure academic quality and the institution's educational purposes. (CFRs 3.8-3.11) The institution provided organizational charts, position descriptions, board policies and composition, and a charter for the Faculty Assembly. The institution has a full-time president and chief executive officer (CEO) and chief financial officer (CFO). (CFR 3.10) The Board of Trustees has five committees and the responsibilities of the committees appear to be clear and appropriate.

The team found that there are technical compliance issues with the make-up of the University Board of Trustees. The institution has provided both a "5th Amended and Restated Operating Agreement" and a "6th Amended and Restated Operating Agreement." Under the current Amended Agreement (the 5th), the parent Bridgeport company CEO appoints the members and the chair of the institution's Board of Trustees. This practice is confirmed in the Board Minutes that note that current Board Chair was appointed by the Bridgepoint CEO. Furthermore, the 5th Amended Agreement requires that the majority of Board of Trustee members be appointed by the Bridgepoint CEO. This is in direct conflict with CFR 3.9 that requires "an independent governing board."

The 6th Operating Agreement provides for a majority of public members on the Board of Trustees and places responsibility for the appointment of public members with the Board of Trustees. The 6th Agreement is listed as planned for adoption once WASC approval is received. The parent company has stated that once WASC accreditation is confirmed, the entities will shift from the 5th Amended Agreement (as an Iowa LLC) to the 6th Amended Agreement (as a California LLC).

The team met with both the Ashford University Board of Trustees and parent company Board of Directors. Both boards consist of capable members dedicated to the mission and vision of the university. The parent company board has worked together for a longer period of time and clearly articulated its role. The University Board of Trustees exhibited passion for Ashford University and clearly stated its intention to be independent in providing leadership for the institution. The members repeatedly stated that they had lots of work to do and were a "work in progress." To some extent, the Ashford trustees are a board in

transition, from being appointed in an essentially advisory capacity by the parent company to becoming a more independent governing body with a majority of independent members. The Board Chair is new as of December 2011. The Ashford board is just beginning to assert its new independence and is just beginning to grasp and understand the most salient issues facing Ashford. While the two boards do not meet with one another, there is a clear differentiation of roles. The University Board reviews and approves a budget, including revenue and enrollment targets, developed by university management. The parent company board reviews and approves a consolidated Bridgepoint Education Company budget that includes both Ashford University and the University of the Rockies.

The University Board members are not paid for their board work. Four long-time members have small amounts of stocks (400 shares or less per member) but Bridgeport shares are not being provided to members any longer.

The University Board has launched a new strategic planning committee that is working in concert with its finance committee. The chairs of these committees outlined plans for the coming year. They are appropriately focused on assuring their access to appropriate data and on student persistence and completion. It appears that the board has sufficient authority to meet the expectations of CFR 3.9 once the 6th Operating Agreement goes into effect and an open board position is filled with an independent member, thereby creating an independent member majority.

It appears that a considerable measure of autonomy is being granted to the university and its board. The team ensured that it explored whether the institution operates with appropriate autonomy from the parent company and has education as its primary purpose (CFR 1.6), as well as how revenue and enrollment goals are established in the organization. The concern was that the parent company may be driving enrollments from a purely business perspective and the University leadership and Ashford is informed of growth expectations by its parent company, rather than establishing these plans on its own, considering the academic perspective. The team found that, while the University establishes its own revenue and enrollment targets, the parent company appears to exercise influence over the activities of the university through dotted line relationships in its organizational structure that provide a matrix of links between the Bridgepoint and the University. It also appears that previous professional working relationships of the university's key leadership may be contributing to less than clear lines of authority and

responsibility. As noted earlier in this report, the team suggests that there is a need for a larger cadre of qualified academic administrators. (CFRs 3.5, 3.10)

CFR 3.11 addresses the need to have the institution's faculty provide academic leadership and to ensure both academic quality and maintenance of educational purposes. This has been addressed by the team above as a concern. The institution has a Faculty Assembly. The charter for this organization was revised in October 2011. The University appears to be more staff driven, rather than faculty driven. The University is making substantial progress in hiring 50 new full-time faculty members for the online program but it is not clear whether these individuals will have broadened roles and responsibilities sufficient to increase the academic expertise and oversight essential to sound academic programs.

As in other areas, the issues examined in this Standard required a choice made by the team between looking at what has been versus what may be in the future for Ashford University. There are many changes and initiatives newly underway. While there have been issues with board independence and possibly faculty engagement in academic oversight and governance, the changes planned may help address the shortcomings. As for the organizational structure and talent matters, the institution needs to make every effort to recruit for greater breadth and depth of experience and to strive to set appropriate boundaries between the parent company and the university. (CFRs 3.9-3.11)

Standard 4: Creating an Organization Committed to Learning and Improvement, Strategic Thinking and Planning (CFRs 4.1-4.3)

In the team's review of Ashford, there were two strategic plans and processes to review as evidence of compliance with CFR 4.1. The first is the current strategic plan, adopted in 2009 and effective for the 2010-2012 window. The second is the emergent plan, initiated by the President in June of 2011 with the establishment of a new strategic planning committee and a new process, now underway and expected to come to the Ashford board later in 2012.

The evidence supplied in the current (adopted in 2009) Strategic Plan 2010-2012, *Growing with Quality IV, the Ashford University Strategic Plan*, gave the team a high level understanding of the strategic planning process as it has been developed in the past and as it is used currently to guide decision making. The plan articulates the stakeholders involved in the process including the Board of Trustees, staff, students and faculty.

The planning process examines the external environment through a SWOT analysis and environmental scan. Five categories of strategic goals are identified in the plan.

The 2010-2012 strategic plan is framed at a fairly high level of generality, and is not grounded in specific indicators or goals for performance, nor metrics to measure success in the area of quality improvement and more specifically student learning and outcomes. Also, the current strategic planning process seems emergent and disconnected from financial resource allocation and strategic priorities. For example, it is suggested that the institutionalization of core mission and value statements might have greater ownership/impact if the community were more engaged in the process of developing or affirming these identity statements.

In conversations with the review committee, the President and others in senior leadership indicated awareness that the current plan is not sufficient to guide the institution in the future. As a result, they have initiated planning and are significantly strengthening the Ashford board capacity to engage in strategic planning. Toward that end, in a special meeting of the Ashford board in October 2011, the Board of Trustees approved the development of a plan to guide the University from 2012-2015. The process is currently underway, and is slated to be adopted at the June, 2012 meeting. (CFR 4.1)

The institution needs to have a planning process which defines, and to the extent possible, aligns academic, personnel, fiscal, physical, and technological needs with strategic objectives and priorities of the institution. (CFR 4.2) The current strategic plan notes the enhancements made to the University in order to align student services to better support students.

The current strategic plan also includes a priority to increase efficiency through lowered costs in order to maintain low rates of tuition increases. Despite this priority, the team noted that tuition has increased at a consistent rate of 5% per year, and appears slated to continue to do so into the future. There is also no track record of institutional accomplishments to support evidence of attention to efficiencies, not just in unit costs but in costs per degree both to the student and to the institution. Spending reductions are not an intrinsic measure of performance if spending is not well aligned with institutional effectiveness and student learning. Until very recently, there is lacking a comprehensive process to align the academic needs of the institution to improve student retention and graduation through the strategic planning process. The recent hiring of additional full-time faculty who can dedicate

the time to be involved in the internal input of feedback concerning strategic resource allocation to academics may improve the process. The Board's attention to a comprehensive planning process, including engaging the internal community and pointing to developing specific measurable outcomes, is a good step. But there is no track record on which to base comments as to the effectiveness of the process and to whether it is adequate to address the budgeting and resource alignment issues mentioned earlier. (CFR 4.3)

As noted above, the University's planning processes historically have relied predominantly on SWOT analyses of strengths, weaknesses, opportunities and threats. They have also used surveys of staff and other key constituents as to perceptions of opportunities and weaknesses. The plans further mention national trends in demand for postsecondary education, and the growing economic need for educational attainment that is particularly important among emerging populations soon to constitute the new majority of students. National data on salaries and expected returns from attainment of degrees are cited. More detailed analytics, in particular, self-reflection about the institution's patterns of access, retention and degree attainment, are markedly lacking in the strategic plans. The issue of retention and degree attainment has not received the attention the team believes it merits. Instead, there is considerable attention paid to the deficiencies of the prevailing metrics for calculating retention and attainment. These are legitimate issues and well understood in higher education. Ashford has a responsibility to move beyond objecting to prevailing methodologies toward developing more robust and pertinent measures designed to look at attainment and degree completion, given its distinctive mission and unique enrollment patterns. (CFRs 4.3-4.5)

In the current environment, the team sees some evidence that the institution is working to improve its capacity to use data to guide both analytics and strategic assessments. The recent outside analysis of retention patterns and analytics is well done and we believe has been well received within the institution. Its analytics include suggestions about ways for the institution to consider the consequences of increased spending on high risk students in their first and second courses and improvements in retention. These analytics seem to have contributed to the institutional decision to institute the new readiness assessment for students identified as being at high risk for attrition in one specific academic program. This pilot program, initiated less than six months ago, shows great promise in screening students to ensure that

those that ultimately enroll are those with enhanced likelihood of success if it is successful and replicated in other academic programs. (CFR 4.1, and 2.6, 2.10)

The board has also commissioned external consultants to recommend key performance indicators (KPIs) that can be used as an institutional scorecard, to allow the board and others to monitor multiple indicators of performance against institutional goals. The relatively recent attention to analytics and to data to guide strategic decision making is commendable, and the current processes show that the institution is eager to use these to implement practices to improve success. The team does not see a track record of effective development or use of such indicators to guide strategic planning, however. The team further cautions against the overuse of external consultants to drive these processes. This practice carries the potential to perpetuate an institutional history of fragmented and reactive rather than proactive strategic decision making. (CFRs 4.1-4.3)

Commitment to Learning and Improvement (CFRs 4.4-4.8)

Ashford University embraces the use of evidence to make improvement in its processes and programs. The visiting team examined quality assurance processes (CFR 4.4) in a number of areas including program assessment, course review (Standard 2 above), information technology (Standard 3 above), and the like.

Monthly Quality Review Meetings (QRM) are held with managers of all departments and Ashford and Bridgepoint leadership. Trends, statistics and profiles are presented to demonstrate achievement of service goals and to generate discussion on solutions to problems identified. All areas of the University are covered in the QRM, as shown in evidence provided in the January 2012 QRM meeting materials [Exhibit 246, 2nd data request]. Examples were provided of improvements made to financial aid processing and transcript verification processing as a result of the QRM [Self-study, pp. 76-77].

The online curriculum development process is described in CFR 1.2 and 2.4. Ideas for new academic programs proceed through a multi-stage research and quality assurance process that includes use of external data and input from faculty members who are experts in the discipline. Once a program is deemed desirable, the Provost presents it to the University Board of Trustees and if approved, the program is developed. Proposals for new programs in the development stage are approved by the

College, Curriculum Committee, Faculty Assembly, and Board of Trustees. Following these approvals a New Program Committee reviews and identifies any issues that must be resolved. The last stage in the process is the development of an assessment and improvement plan. Again, the program review process for online programs is quite new; the results of the five program reviews are discussed above under CFR 2.7. No graduate program reviews had been conducted by the time of the visit. (CFR 4.4)

In examining most areas, the team found that the institution is in early stages of using results to revise and improve its programs and services. Decisions appear to be driven by the convention of compliance so that when data demonstrate a particular need, a solution is immediately applied, with little attention to the potential longer term effects. As noted earlier in this report, several process improvements are currently underway. However, improvement initiatives were found for the most part to be either quite new or in pilot implementation, so the effects that might result are not yet evident and there are few if any cycles of improvement in evidence. (CFRs 4.3 and 4.4)

Given its rapid growth, large size, multiple degree programs, and especially its year-around admissions with fifty points of entry, Ashford has an obvious need for a very robust and effective program of institutional research. (CFR 4.5) Essential here is a reliable, transparent, and analytically rigorous system of tracking student outcomes (retention, graduation, time-to-degree) by entry cohort, student characteristics, and degree program. This is especially the case given the high first-year attrition at Ashford described earlier. Most students enter Ashford's undergraduate degree programs with prior college experience ranging from zero to 90 (until recently, 99) transferable semester credits, unlike traditional institutions where the entering class is new from high school as freshmen and perhaps a transfer population entering with associate degrees and junior class-level status. Therefore, meaningful retention and graduation rate and time-to-degree analyses should be calibrated to capture different levels of credits at matriculation. Ashford's undergraduate retention and graduation data submitted to WASC and displayed on its website does not differentiate between entrants starting with no credits and, at the extreme, those starting with ninety or more credits.

More generally, there does not appear to be a critical institutional research function that has examined in an analytically rigorous fashion the nature of student outcomes (patterns of attrition, institutional variation and trends in retention and graduation rates, etc.) and then communicated a clear

picture of this to the Ashford leadership (and externally). Even something as basic as tracking and comparing over time retention and graduation rates for each of the four Ashford colleges appears to be missing. (CFR 4.5)

Ashford stresses that traditional snapshot measures of retention underestimate actual persistence of Ashford students, given that high levels of very early attrition are not replicated later and that since students typically take only one course at a time there is more movement in and out of the system than in traditional term-based institutions (i.e., swirl). However, Ashford does not deal with these issues directly, i.e., by displaying retention and graduation rates by number of initial courses completed and by adjusting the snapshot definition of retention in an appropriate manner, e.g., a student is retained if her or she is enrolled within a month on either side of the census date. Rather the institution both publishes and emphasizes graduation rates for just subpopulations surviving early attrition, i.e., those successfully completing two and four courses respectively, and cites without any comparative data statistics in support of the proposition that snapshot retention measures underestimate "true" retention. (CFRs 4.4, 4.5)

The parent company provides a fair amount of resources (14 FTE) for its institutional research function, almost all of which are focused on Ashford. They have the ability to generate a great deal of data. However, there appears to be little in the way of institutional research interpretative capacity and a coherent and well-designed program of data analysis resulting in cumulative learning and knowledge within the overall institution. In terms of interpretative capacity available to Ashford as it tries to provide for the success of its students, there may be an imbalance between "big picture" Institutional Research (14 FTE) and the more applied Data Analytics (20 FTE) function. Data Analytics is a Business Intelligence approach, and what the team saw were impressive examples of predictive modeling and data visualization to help, for example, in the monitoring of student course performance. Again, what may be in shorter supply is the capacity for broader institutional research strategic planning and issue identification. One example here might be how the operational financial aid databases might be integrated with the enrollment and cohort databases to provide a better understanding of student flow, attrition, time-to-degree, etc. (CFR 4.5 and 3.8, 4.3)

It is recommended that Ashford the institution reorient its institutional research function so that

accurate retention and graduation rates can be calculated and displayed in a transparent and comprehensive fashion, that a systematic program of inquiry into the factors associated with student success or the lack thereof can be undertaken, and that a culture of sustained interpretive inquiry and learning be fostered within the Ashford community, which will lead to better informed academic decisions and improved academic performance and results.

Leadership at all levels stated they are committed to quality and improvement through inquiry, evaluation and assessment to be used to inform the institution's decisions. However, the systems set up to empower this goal/process are often immature so data have not yet been collected and/or analyzed. Thus the institution has not yet been able to demonstrate its capacity to ensure educational effectiveness through this process. (CFR 4.6)

The College of Education provides one example of faculty participating in the process of improving teaching effectiveness. A faculty team developed a "Course Evaluation Rubric" to evaluate the courses that included the following criteria: (1) Credit Hour, (2) Relevance of Material, (3) Critical Thinking and Student Engagement, and (4) Application to Real World [Wafer 2, Item 8]. In the process of evaluating their courses with this rubric the four-faculty member team also mapped the Early Childhood Education courses' assignments and discovered assignment redundancy [Exhibit 122]. Based on their findings they increased the diversity of the assignments to help "students with diverse learning styles to demonstrate mastery of learning outcomes" [p. 1].

Another example of Ashford's commitment to educational effectiveness is the "Small Class Study." In October 2011, President Tice asked Data Analytics to determine the impact of small class size in order to increase student retention [Exhibit 69] in the early courses. In fact, the first four courses have a non-persistence rate that "is twice that of the fifth course and beyond" [4th Request for Data, Item 1]. The pilot study had small classes from 15 to 27 students with a mean of 21 and showed a moderate increase in retention that was statistically significant. In part this was because of four new instructors, which are subject to Teaching Assistant (TA) requirements that are not required for standard course instructors and TAs: (1) the instructor must respond to all students in a forum at least once per week; TAs must respond to all questions in the TA discussion board and give each student personal guidance on the writing concept; faculty must schedule office hours in chat; (2) the instructor must personally contact non-

participating students via email or phone; and (3) the TA must give "individualized mid-course reflection for each student" [Exhibit 69, p. 3].

The pilot study showed that students' satisfaction increased for both the faculty members and course and student learning improved as shown by the courses' mean GPAs. While this study was encouraging not only because of increased course retention, student satisfaction, and learning, it also showed that "a smaller class structure can be financially viable" as well through increased retention. As a result, the recommendation was given that identified at-risk students should be enrolled in small classes for the entry-level courses. However, another recommendation was included to have classes of 32 students rather than 21 as in the study based on the assumptions that if the instructors increased their time by "70% per student per week," they would "spend approximately the same total time per course as a large class instructor would" and might get the same results as with the courses with 21 students.

In an interview session with part-time faculty members, they noted that in the past week an email had been sent out with new standards for each instructor to personally respond to 50% (required – up from 25%) to 100% (recommended best practice) of the students in their courses each week (there are usually two to three discussions per week). The faculty said that in courses with 60 to 75 students this is almost impossible, even though they would like to connect with all of the students each week. Although the Ashford staff reported that this is not correct, some faculty members in this interview session stated that they do not get more pay for teaching large classes than for teaching very small ones,. (CFRs 4.6, 4.7)

Ashford's mission to provide access to a college education for populations of underserved students is an honorable one. However, many of these students are not properly prepared for this unique educational opportunity and need the special academic guidance and nurturing of effective faculty members. Because the majority of course instructors are part-time faculty members, they are the ones who have the most impact on Ashford's students. It is recommended that all faculty—both full- and part-time—be empowered and supported to provide multiple ways to promote successful learning and increase retention.

Ashford is involved in the inquiry of teaching and learning to improve pedagogy. (CFR 4.7)

Each of the four colleges conducts faculty development one to two times each year in online Faculty Forums. These three-day sessions consist of synchronous webinars and active asynchronous discussions for both online and face-to-face faculty with the purpose to promote adherence to the University's mission. This unique way of bringing faculty together voluntarily from different teaching modalities is a creative method to encourage collaboration and to share lessons learned with each other. Despite the colleges' focus on meaningful discipline topics and issues, there has been low faculty attendance ranging from three to 38%. Although this turnout may not be much different than faculty development at traditional institutions, the effect is more important given that the vast majority of courses are taught by associate faculty members [Exhibit 123; Headcount by College, Required Data Table 4.2].

Rubrics and quality feedback in courses are the purposes of the Waypoint Project. This project is in the beta testing phase. 130 courses with Waypoint-embedded rubrics were in process at the time of the site visit. A study in 2009 showed that when instructors used Waypoint rubrics in their courses, students received five times more feedback than usual [Self-Study, p. 82]. Student performance was improved according to another study. The team reviewed many online courses that used Waypoint to develop the assignment rubrics. They were thorough and gave detailed, specific feedback to students.

Because of the faculty's desire to see larger gains in critical thinking, one of Ashford's ILOs, a Critical Thinking Task Force was formed. Ashford invited experts in the critical thinking field to participate in their quest to improve critical thinking. Many materials were developed to guide faculty to make appropriate changes in their courses to promote critical thinking. These incremental changes will collectively help AU meet its goal of improving critical thinking assessment outcomes.

As noted above, Ashford unbundles the traditional faculty role and responsibilities to increase efficiency. (See also the discussion under CFRs 3.1-3.4 and 3.11.) Many Ashford faculty members — both full- and part-time—are involved in evaluating the effectiveness of the teaching and learning process in their courses and use the results for improvement; others reported that they are not presently involved in these processes. In interviews with the faculty and a review of a Faculty Forum discussion board, it was clear that many more faculty members are eager to become actively involved in this educational effectiveness process. Ashford has the unique opportunity to empower faculty members to participate in collegial environments to build a more robust academic culture of teaching and learning. The faculty has

many creative ideas and doable proposals. If Ashford chooses to empower the faculty by listening and responding to their creative ideas with something like its *InnovationU* for staff, the impact on the academic culture could be significant. (CFRs 4.6, 4.7)

It is a concern that Ashford does not appear to demonstrate an understanding of educational effectiveness in regards to students' unique learning needs, which are best addressed by engaged faculty who knowledgeably and creatively teach their students. As Ashford seeks to serve a large student body online with quality, it needs to guard against a purely template-type, one-size-fits-all instructional approach that puts quality at risk. It would be prudent for the Ashford academic leadership and faculty to monitor their efforts closely and find ways to create a collegial and cooperative academic culture to further enable faculty members to fulfill their academic responsibilities and to be better instructors. (CFRs 4.6, 4.7 and 3.4, 3.11)

The administration of Ashford University appears to be committed to engaging its constituencies beyond the campus in the assessment of educational programs. In this process, it employs Online Faculty Forums to engage its large complement of instructors regarding assessment and curricular issues. It has also engaged its stakeholders in discussions of strategic planning themes related to: student learning and success, institutional integrity, accountability, and public trust. Surveys are administered each fall to all alumni who have graduated from AU since 2005. Under development are plans to implement annual surveys of current students (most are employed) in tandem with surveys of their employers (direct supervisors); as well as a revision of its advisory group structures to ensure better representation from groups across majors, by geography, modality of program instruction, and type of employer. This institution is developing the policies, processes and instruments which, when fully implemented and embedded in institutional practice, will constitute much that goes into a culture of evidence. (CFR 4.8)

SECTION III. FINDINGS AND RECOMMENDATIONS

The visiting team found that the Clinton, IA campus is valued strategically by the leadership of the university, trustees and the parent company, Bridgepoint. The recent change of control triggered a transition in Iowa that has gone remarkably smoothly given the magnitude of change, and the team saw an improved campus in Iowa in terms of the facilities, health and vitality as a result of the Bridgepoint investment. Even with the vast differences in size and quite different cultures, there appears to be an element of mutual respect and coordination between the Clinton and San Diego campuses. As well, the team observed in Clinton a mature faculty appropriate to mission, with a remarkable degree of continuity that was highly valued by community, and that serves as an identity anchor for Ashford University overall. The institution is commended for these findings particular to Clinton.

In addition, the team found a commendable, well institutionalized identity and mission that includes affordability and accessibility. The institution's values are important to its board, administration, staff and faculty, especially as Ashford strives to be innovative in its serving a large and diverse student population.

Finally, the team found and commends the institution's enthusiasm which was evident in every corner. There is a remarkable spirit and community engagement that is noteworthy throughout.

Ashford University online is a very new institution, based on a nonstandard academic model by virtually any measure. It has 50 starts annually, is online only, has open admissions concentrated on adult learners who had started their careers at other institutions, has many potentially at-risk students, is lodged in a for-profit organization and culture with heavy application of technology and instructional systems, and has extraordinary reliance on adjunct faculty. Given these characteristics, the team found Ashford to be data rich and information poor.

The institution is receptive to adaptation and change, almost to a fault, with some exceptions. However, the central driver of the institution (i.e., its online education model) is not easily changed and it is carried out on a massive scale (88,000 students) at competitive pricing, heavily dependent on federal financial aid. Its staff is loyal and engaged but limited in experience, unseasoned and brief tenured. These cultural vulnerabilities will need to be addressed and enriched over time.

The visiting team recommends the following;

- I. In order to enhance its capacity to analyze and use data effectively, academic leadership capacity in San Diego at the college and program levels need to be strengthened with the goals of better monitoring and nurturing of academic quality, capturing the implications of data, and developing sound long-term academic operations. On traditional campuses this capacity might come from resident faculty, departmental committees, and dean's offices. Ashford's innovative academic model, however, will require equally innovative solutions that will execute a human capacity model that fosters an academic culture of inquiry and supports a strong, long-term commitment to quality, student learning and educational effectiveness. (CFRs 1.8, 2.6, 4.1, 4.6-4.7)
- II. The team recommends that the institution address the issues of student retention and academic success. In particular, Ashford should examine and refine the internal metrics it uses to track student retention and completion in ways that are accurate and consistent with Ashford's unique instructional model and policies and credible to independent observers. The institution uses definitions – such as the precise nature of a student cohort - that differ from those generally used by researchers and the higher education community. While differences may be appropriate, the burden rests on Ashford to assure the integrity and meaning of these metrics for purposes of internal planning and external accountability. (CFRs 1.8, 4.1, 4.4-4.7)
- III. The team recommends that the Ashford University community focus on the serious challenge of student retention and graduation and demonstrate progress in these key metrics. Collecting and interpreting data and adjusting programs and operations in ways that show substantial improvement in retention will be critical to Ashford's sustainability. Data-informed changes in resource allocation, institutional policy and practice will be needed to provide all students with a reasonable chance to succeed, consistent with Ashford's mission and sound educational practice. While the team applauds the university's commitment to a mission of access and opportunity, the team echoes the notion that access without success is not access. (CFRs 1.2, 1.8, 2.5, 2.6, 2.10, 2.13, 4.3-4.5)
- IV. The team recommends that Ashford continuously review its core instructional model and systems, making adaptations and revisions in ways that enrich student learning, provide more

flexibility to students and faculty, and enhance the long-term sustainability of the institution.

Ashford remains in the early stages of developing and demonstrating educational effectiveness for its massive online programs, including a deeper assessment of student learning and the use of the results of assessment to improve student achievement. Ashford University must continue to evaluate and monitor its core instructional model to ensure that it evolves and develops over time in response to the needs of students and academic programs and to the opportunities presented by new technology, in a culture of on-going program review and quality assurance. (CFRs 2.1, 2.6, 2.7, 4.1-4.4, 4.6, 4.7)

- V. The team recommends that Ashford strengthen the independence and performance of its Board of Trustees. Ashford's governing board is in a period of transition, moving from an earlier more passive role to a stronger more independent governing body. In collaboration with Ashford's President, the Board of Trustees can and should strengthen its engagement and oversight of the University, especially as this relates to strategic planning, managing growth, and resource allocation. The Board should aim to provide a useful venue for academic leaders and faculty to contribute to the development, evaluation and oversight of Ashford's academic programs and operations. (CFRs 1.3, 3.5, 3.8-3.11, 4.6, 4.7)
- VI. The team recommends that Ashford create a more robust and functional strategic planning capacity that will enable it to become more proactive in charting its path forward. The aim should be to integrate strategic plans and operations across the institution, online and residential, in support of Ashford's mission, with a better alignment of resource allocations with institutional mission and priorities. Managing growth, monitoring student progress and success, weighing possible changes in the core instructional model, aligning resources and priorities and other challenges require a stronger strategic planning, institutional research and analysis capacity. While the Board of Trustees has already identified strategic planning as its top priority, the institution itself must increase its capacity to plan as well. (CFRs 3.5, 4.1-4.3, 4.5-4.8)
- VII. The team recommends that the Ashford President and the Board of Trustees review the nature and level of services provided to Ashford by Bridgepoint. In the present structure Ashford utilizes central support services provided by Bridgepoint in areas of finance, legal, information

technology, human resources and learning resources. In the main, these relationships appear to be working reasonably well in the absence of a service agreement or contract. Still, the University and the parent corporation should consider whether some more formal relationship might be useful to both parties to enable the institution to assess and allocate the total costs of its academic operations and weigh these support commitments as well as competing priorities.
(CFRs 3.1, 3.4, 3.5, 3.8 and Policy on Contracts with Unaccredited Organizations)

Appendix A: Compliance Audit Checklist

Name of Institution: Ashford University

Date of Visit: March 11-16, 2012

CFR	Documents Required	
Standard 1		
1.1	Mission statement	X
1.2	Educational objectives at the institutional and program levels	X
1.2.1	Public statement on student achievement (retention, graduation, student learning	X
1.3	Organization chart (X 3.8, 3.9, 3.10)	X
1.4	Academic freedom policy	X
1.5	Diversity policies and procedures; Procedures for Special Accommodations	X
1.6	-	-
1.7	Catalog (online <u>X</u> , hard copy <u>X</u>) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	X
1.7.2	Student complaint and grievance policies	X
1.7.2.1	Policy for grade appeals	X
1.7.2.2	Records of student complaints	X
1.7.3	Faculty grievance policies	X
1.7.3.1	Record of faculty grievances	X
1.7.4	Staff grievance policies	X
1.7.4.1	Record of staff grievances and complaints	X
1.7.5	Employee handbook	X
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	X
1.7.6.2	Admissions records that match stated requirements; complete files	X
1.7.6.3	Policies and procedures to protect the integrity of grades	X
1.7.6.4	Tuition and fee schedule	X
1.7.6.5	Policies on tuition refunds	X

CFR	Documents Required	
1.7.6.6	Policy on credit hour/award of credit Processes for review of assignment of credit Review of syllabi/equivalent for all kinds of courses	X
1.8	Regular independent audits of finances (X 3.5)	X
1.9	WASC-related policies to ensure sub change policies	X
1.7- 1.9	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation A list of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	X
Standard 2		
2.1	List of degree programs, showing curriculum and units for each (X 1.7)	X
2.2	Complete set of course syllabi for all courses offered	X
2.2.1	(For associate and bachelor's degrees) statement of general education requirements (X 1.7)	X
2.3	SLOs for every program	X
2.4	-	-
2.5	-	-
2.6	-	-
2.7	Program review process with clear criteria, which include assessment of program retention/graduation and achievement of learning outcomes	X
2.7.1	Regular schedule of program review (including for non-academic units)	X
2.8	Policies re faculty scholarship and creative activity	X
2.9	-	-
2.10	Data on student demographics	X
2.10.1	Data on retention and graduation, disaggregated by demographic categories and programs	X
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	X
2.10.3	Policies on student evaluation of faculty	X
2.10.4	Forms for evaluation of faculty by students	X

CFR	Documents Required	
2.11	List of student services and co-curricular activities	X
2.11.1	Policies on financial aid	X
2.12	Academic calendar (X 1.7 catalog)	X
2.13	Recruitment and advertising material for the last year	X
2.13.1	Registration procedures	X
2.14	Registration forms	X
Standard 3		
3.1	Policies on staff development	X
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program	X
3.3	Faculty hiring policies	X
3.3.1	Faculty evaluation policies and procedures (X 2.10)	X
3.3.2	Faculty Handbook if available	X
3.4	Faculty development policies	X
3.4.1	Faculty orientation policies and procedures	X
3.4.2	Policies on rights and responsibilities of non-full-time faculty	X
3.4.3	Statements concerning faculty role in assessment of student learning	X
3.5	Audited financial statements (X 1.8)	X
3.5.1	Appropriate financial records	X
3.5.2	Appropriate policies and procedures for handling of financial aid (X 2.11)	X
3.5.3	Campus maps	X
3.6	Inventory of technology resources for students and faculty	X
3.6.1	If online or hybrid, information on delivery method	X
3.6.2	Library data/holdings, size	X
3.7	Inventory of technology resources and services for staff	X
3.8	Organization chart (X 1.3 and 3.1)	X
3.9	Board list	X

CFR	Documents Required	
3.9.1	Board member bios	X
3.9.2	List of Board committees	X
3.9.2.1	Minutes of Board meetings for last two years	X
3.9.2.2	Governing board bylaws and operations manual	X
3.10	CEO bio	X
3.10.1	CFO bio	X
3.10.2	Other top administrators' bios (e.g., cabinet, VPs, Provost)	X
3.10.3	Policy and procedure for the evaluation of president/CEO	X
3.11	Faculty governing body charges, bylaws and authority	X
3.11.1	Faculty organization chart (if applicable)	X
3.11.2	Minutes of last year's faculty meetings	X
Standard 4		
4.1	Strategic plan	X
4.1.1	Operations plan	X
4.1.2	Academic plan	X
4.2	Description of planning process	X
4.2.1	Process for review of implementation of strategic plan	X
4.3	-	-
4.4	New program approval process	X
4.4.1	Program review process (X 2.7)	X
4.5	Description of IR function and staffing	X
4.6	Process for review and analysis of key data, such as retention, graduation (X1.2)	X
4.7	-	-
4.8	-	-

Comments: All documents and specific locations of publications and/or records were reviewed. This audit document does not evaluate the adequacy of the records but only the availability and records location of each item listed. Compliance Audit was completed by Karen Graham, Co-Assistant Chair, Ashford University Initial Accreditation, Pathway B, visiting team.

Related to Substantive Change		
1	Locations of all off-campus sites and programs offered at such sites (more than 50% of program)	
1a	Number of students enrolled at such sites	
1b	Date of first offerings	
2	Names of all programs for which 50% of the program is offered through distance education	
2a	Number of students enrolled in each	
2b	Date each was first offered	
3	Names of all hybrid programs	
3a	Number of students enrolled in each	
3b	Date each was first offered	
Accuracy and Availability of Records		
	Policies and procedures for students, faculty and staff are stated consistently in all media	
	Policies, procedures, and information are readily available to relevant constituents	
	Records are accurate and up to date	

Appendix B: CREDIT HOUR REVIEW

Institution: Ashford University
 Type of Visit: Initial Accreditation – Pathway B
 Date: March 11-16, 2012

A completed copy of this form should be appended to the team report for all CPR, EER and Initial Accreditation Visits. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on credit hour	Does this policy adhere to WASC policy and federal regulations?	Yes
	Comments: Same as WASC policy	
Process(es)/ periodic review	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)?	Yes; note that it is currently in use in one school and institution states it will be used across all schools.
	Does the institution adhere to this procedure?	Just starting
	Comments: Course Developers/SME "is being developed", p. 2	
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours?	yes
	Comments: Clinton Syllabi	
Sample syllabi or equivalent for online and hybrid courses	What kind of courses (online or hybrid or both)? Online & Face-to-Face : Business, Psychology, Early Childhood, Criminal Justice, Health How many syllabi were reviewed? 10 What degree level(s)? Undergrad What discipline(s)? Education, Business, Liberal Studies, Health	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	yes
	Comments: Compared Clinton on-ground to online courses – rigor varied but hours appeared to be met	
Sample syllabi or equivalent for other kinds of courses that do not meet	What kinds of courses? See above How many syllabi were reviewed? 51 What degree level(s)? Grad and Undergrad What discipline(s)? Same as above	

for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated)	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	yes
	Comments: Looked at online	

Appendix C: Ashford University Student Input

The visiting team solicited email messages from Ashford students in a confidential online account in keeping with WASC practice. By Thursday of the team's visit, 1,498 email responses had been received and were continuing to grow in the email account. The team discontinued analyzing those responses on Thursday afternoon in order to complete its report. The summary of those email messages by general topic is provided in this appendix.

The Ashford University Self-Study Report, Exhibit 15 (CFR 1.4) provided a summary of informal student complaints and formal grievances filed between 2006 and 2011 (approximately 1500). In response to requests for additional analysis, Ashford University provided the Second Addendum to Exhibit 15: Student Complaints

Finally, the WASC visiting team collected Ashford University student comments in three written formats in addition to interviewing students (112+) at the Clinton and San Diego Campuses. Initially, the team constructed and distributed a Zoomerang survey including alternative answer questions and open-ended questions to more than 80,000 students enrolled at Ashford University. In total, 22,993 students responded to the survey. Three team members compared the University Student Complaint records with the Zoomerang Survey results and the Confidential Email responses to identify patterns of student concerns in general. The summary of responses (multiple-choice questions and open-ended question) follows.

Zoomerang Survey Responses: To obtain input from Ashford University students on their experience at the institution an independently constructed external survey was sent to about 80,000 individuals. Of those, 23,063 or roughly 30% responded, a very high response rate. The distribution of respondents by degree program was 11% Associate Degree, 75% Bachelor's Degree, and 13% Master's Degree, closely mirroring Ashford's enrolled student population in fall 2011. The respondents also are representative of Ashford's four colleges: 40% Business and Professional Studies; 27% Health, Human Services, and Science; 22% Education; and 12% Liberal Arts. Finally, respondents represent the range of course

completion: 17% up to two courses, 17% three to five courses, 22% six to 10 courses, 26% 11-20 courses, and 17% more than 20 courses.

Demographics: Respondents are 72% female. Only 6% of the survey respondents are traditional college age (18-24) with 53% 24-40 and 42% older than 40. Most are employed full-time (61%) with an additional 11% employed part-time. Only 21% have come to Ashford with just a high school degree or GED. 66% have some college or an associate degree. 13% have a bachelor's degree or higher. Since this is the same percentage as those enrolled in a Master's program, we can infer that among undergraduates about three in four have previous college experience.

Enrolling at Ashford: Most respondents learned about Ashford through online search, online ad, or from a friend, colleague or employer, as evidenced by both close-ended and fill-in responses. About two-thirds of respondents were contacted by an admissions advisor prior to applying. A substantial number of respondents indicated that promises were made to them before they enrolled regarding transfer of credit (42%), cost/tuition and fees (40%), financial aid (38%), and time to degree completion (35%). Far fewer (12%) indicated that promise were made about employment opportunities in their field.

Educational Goals: Almost all respondents expect to complete their degree at Ashford – 87% definitely and 9% probably. Only 1% indicates they do not expect to do so (2% do not know). This is a very significant result in light of high first year attrition rates. However, it may be the case that a significant proportion of the students not retained beyond an initial course or two did not have degree aspirations. It may be helpful, therefore, to examine this item by the number of courses completed.

The Ashford Experience: 64% of all respondents noted that the information provided before enrollment proved to be entirely accurate, and 29% mostly accurate. 5% of respondents indicated the information was somewhat accurate and 2% inaccurate or misleading. 5.6% of respondent (1,346) chose to comment concerning the accuracy of information provided to them during the admissions/enrollment process. Among the comments—not all of which were negative—the most frequently expressed issue with accuracy concerned transfer units, either directly (transfer units promised vs. those received) or indirectly (longer time to degree than initially expected because of failure to receive anticipated transfer

credit). Further analysis to see if this issue is especially pronounced for a particular type of student would be helpful. Fees/tuition and financial aid were the other two areas where a substantial proportion of respondents felt that they had received inaccurate or inconsistent information.

Most respondents (78%) report having sent inquiries or complaints to an Ashford administrator or staff person. Of these, 56% indicate that they received answers within 24 hours and an additional 30% within 48 hours. Only 4% indicated it took longer than a week to receive a response. Student service ratings of accessibility (very accessible and accessible) ranged from higher than 90% (registration and library access/support) to 87% (academic counseling, financial aid, and advising by faculty) to 84% (academic support or tutoring) and 81% (career services), as rated by those indicating that the service applied to them. A significant number of respondents answered "NA" for career services (37%) and academic support or tutoring (19%). Seventy percent report that typically the syllabus and required textbooks for a course are available for review at least a week before the course begins with 6% reporting a one day or less availability. Almost all respondents indicate adequate access by email or other electronic means to all (79%) or most (16%) instructors.

Overall satisfaction with Ashford University appears to be high among respondents, with 91% indicating they are satisfied or very satisfied with the quality of instruction, 88% indicating they are satisfied or very satisfied with the value of the education they are receiving for the amount they are paying, and 83% indicating they are satisfied or very satisfied with job placement or prospects with an Ashford education. More than 41% (9491) of all respondents offered open-ended comments to the "Please tell us anything else we should know" prompt.

Ashford University Review, March 2012

A survey was conducted by WASC of approximately 80,000 enrolled students as of January 20, 2012. A summary of the results appears below.

1. How many on-line courses have you completed at Ashford?		
Currently enrolled in my first course	1377	6%
2-Jan	2519	11%
5-Mar	4014	17%
10-Jun	5065	22%
20-Nov	6038	26%
More than 20	3980	17%
Total		22993

2. Which College are you enrolled in?		
Business and Professional Studies	9113	40%
Education	5028	22%
Health, Human Services, and Science	6177	27%
Liberal Arts	2671	12%
Total	22989	100%

3. Which degree program are you currently enrolled in?		
Associate Degree	2617	11%
Bachelor's Degree	17315	75%
Master's Degree	3068	13%
Total	23000	100%

4. Do you expect to complete your degree at Ashford?		
Yes, definitely	20137	87%
Yes, probably	2141	9%
No	316	1%
Do not know	469	2%
Total	23063	100%

5. How did you first learn about Ashford University?		
Saw ad online	7293	32%
Was contacted by phone	2646	11%
Got online message	598	3%
Teacher, counselor (not from Ashford)	354	2%
Friend or relative	6913	30%
I don't remember	1081	5%
Enter an answer	4228	18%
Total	23113	100%

6. Before you applied to Ashford, did an Ashford admissions advisor contact you?		
Yes	13677	60%
No	7528	33%
I don't remember	1758	8%
Total	22963	100%

7. Before you enrolled at Ashford, were promises made to you about any of the following?				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Yes	No	I do not remember	N/A
	1	2	3	N/A
Admissions	6079	10613	3969	1786
	27%	47%	18%	8%
Transfer of credit	9202	8833	2496	2001
	41%	39%	11%	9%
Time to complete your degree	7752	10158	3062	1460
	35%	45%	14%	7%
Cost/tuition and fees	9035	8956	3038	1404
	40%	40%	14%	6%
Financial aid	8424	9778	2574	1658
	38%	44%	11%	7%
Employment opportunities in your field	2695	13493	3562	2584
	12%	60%	16%	12%

8. How accurate has the information provided to you by Ashford before you enrolled proven to be for you?		
Entirely accurate	14656	64%
Mostly accurate	6738	29%
Somewhat accurate	1099	5%
Inaccurate or misleading	444	2%
Total	22937	100%
1346 Responses		

9. How accessible were the following services to you as a student at Ashford?					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very accessible	Accessible	Only somewhat accessible	Not accessible	N/A
	1	2	3	4	N/A
Registration	17240	3831	457	1007	223
	76%	17%	2%	4%	1%
Academic counseling	13853	5319	1656	1129	732
	61%	23%	7%	5%	3%
Career services	7512	4161	1420	1146	8272
	33%	18%	6%	5%	37%
Financial aid	14029	4749	1439	1057	1252
	62%	21%	6%	5%	6%
Advising by faculty	13103	5614	1850	1098	850
	58%	25%	8%	5%	4%
Academic support or tutoring	10294	4930	1672	1325	4339
	46%	22%	7%	6%	19%
Library access and support	15735	4478	879	1038	482
	70%	20%	4%	5%	2%

10. What are the main ways you have chosen your courses at Ashford so far? CHECK ALL THAT APPLY		
Academic advisor	13461	59%
Program outline provided by Ashford	15251	66%
Ashford catalog	2707	12%
Student recommendations	945	4%
On my own	5201	23%

11. Typically, how far before a course begins have the syllabus and required textbooks for the course been available for review?		
At least a month	4044	18%
Two weeks	4878	21%
One week	7068	31%
Three days	5413	24%
One day before or less	1487	6%
Total	22890	100%

12. Typically, when you have sent an inquiry or complaint to an Ashford administrator or staff person, how long did it take to get a reply?		
I have not sent an inquiry or complaint	5062	22%
Within 24 hours	10185	44%
Within 48 hours	5249	23%
Within a week	1704	7%
Longer than a week	761	3%
Total	22961	100%

13. For how many of your instructors at Ashford have you had adequate access by email or other electronic means?		
All	18127	79%
Most	3607	16%
Some	1023	4%
None	172	1%
Total	22929	100%

14. How much time do you spend on average every week for the course you are currently taking, including both the time you spend online and the time you spend doing homework, studying for exams, writing papers, etc.?		
Less than 2 hours/week	62	0%
2-3 hours/week	633	3%
4-6 hours/week	3393	15%
7-10 hours/week	5833	25%
11-15 hours/week	4953	22%
15-19 hours/week	3663	16%
20-29 hours/week	3125	14%
30 hours/week or more	1326	6%
Total	22988	100%

15. How satisfied are you with the following:				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
	1	2	3	4
Quality of instruction at Ashford	1610	558	7599	13049
	7%	2%	33%	57%
Value of education you are getting for the amount you are paying	1663	995	8067	11999
	7%	4%	35%	53%
Job placement/prospects with your Ashford education	1803	1908	11492	6610
	8%	9%	53%	30%

16. Please tell us anything else we should know about		
9491 Responses were received by the team		

OPTIONAL: Background items

17. Age		
18-24	1361	6%
24-40	11955	53%
40-50	6045	27%
50+	3319	15%
Total	22680	100%

18. Are you currently employed while taking classes at Ashford?		
Yes — Full-time employment	13769	61%
Yes — Part-time employment	2607	11%
No	6327	28%
Total	22703	100%

19. Gender		
Male	6246	28%
Female	16350	72%
Total	22596	100%

20. Previous Education: Highest Level		
High school degree or GED	4878	21%
Some college	9929	44%
Associate Degree	4983	22%
Bachelor's Degree	2753	12%
Master's or higher	220	1%
Total	22763	100%

WASC Review of Ashford University Confidential Email Account

Summary of Responses, Reviewed: 3/13/12 - 3/15/12 @ 12pm PST

Commendations (Subtotal)	1263	66%
<i>Affordability</i>	7	0%
<i>Accessibility</i>	196	10%
<i>Faculty</i>	239	12%
<i>Student Support</i>	315	16%
<i>Other/General (Not Tallied)</i>	506	
Negative Comments (Subtotal)	386	20%
<i>Transfer Units</i>	21	1%
<i>Financial Aid Process</i>	53	3%
<i>Tuition/Costs</i>	50	3%
<i>Advisor Support</i>	90	5%
<i>Degrees Offered/Applicability</i>	66	3%
<i>Workload/Technology Requirements</i>	106	6%
Responses w/o Comment* (Subtotal)	274	14%
TOTAL Emails	1923	

Notes:

1. Instructors distributed multiple reminders to students re: e-mail account
2. Academic and financial advisors consolidated with frequent turnover
3. Considerable number of students currently enlisted in the military
4. *Large number of responses not sure what they were e-mailing for

Summary of Student Complaints/Grievances

2005–Q3 2011

2005-2007

The Office of Student Grievance Resolution does not have any physical or electronic files relating to student complaints filed during 2005. Only a few records are available from 2006, which are included in CFR 1.7.2.2 in the Compliance Audit Checklist. During 2007, formal student grievances were addressed through the Compliance Department. Student grievances filed in 2007 were categorized by department. The most common complaint related to financial issues.

2008-Q3 2011

In 2008, the Office of the Ombudsman was created to provide dispute resolution services for students. This office provided informal mediation services and also carried out the formal student grievance process. The Office of the Ombudsman did not maintain files on all informally resolved student complaints, due to confidentiality asserted by the Ombudsman.

In July 2009, the Office of Student Grievance Resolution was created to address formal student grievances, and the Office of the Ombudsman became a separate unit that informally and confidentially helped students by listening, problem solving, and mediating concerns.

In April 2011, to respond to student feedback and to provide swifter resolution for students, the Student Dispute Resolution Center was created. The Center contains within it the Office of Student Grievance Resolution and the Office of Student Mediation & Dispute Resolution (the mediation and informal functions previously provided through the Office of the Ombudsman).

The following table summarizes formal and informal student complaint data for this period. As the raw numbers below show, the most common complaint continues to relate to financial issues, categorized as financial services or student finances. The number of complaints was never more than .5% of the student population. The number of complaints about academic matters has declined from its high point in 2009. Additional data, including charts and graphs, were provided to the team concerning complaints, both formal and informal.

<i>2008</i>		
<i>Functional Area</i>	<i>Raw Number</i>	<i>% of Total Complaints</i>
Academics	12	8.1%
Admissions	20	13.4%
Financial Services	43	28.9%
Registrar	5	3.4%
Student Finance	45	30.2%
Student Services	24	16.1%
Total (2008)	149	100%
<i>2009</i>		
<i>Functional Area</i>	<i>Raw Number</i>	<i>% of Total Complaints</i>
Academics	102	17.3%
Admissions	93	15.8%
Financial Services	212	35.9%
Registrar	50	8.5%
Student Finance	92	15.6%
Student Services	41	6.9%
Total (2009)	590	100%
<i>2010</i>		
<i>Functional Area</i>	<i>Raw Number</i>	<i>% of Total Complaints</i>
Academics	73	17.3%
Admissions	104	24.6%
Financial Services	187	44.3%
Registrar	29	6.9%
Student Finance	17	4.0%
Student Services	12	2.8%
Total (2010)	422	100
<i>2011 (Q1-3)</i>		
<i>Functional Area</i>	<i>Raw Number</i>	<i>% of Total Complaints</i>
Academics	42	11.0%
Admissions	75	19.6%
Financial Services	145	38.0%
Registrar	24	6.3%
Student Finance	53	13.9%
Student Services	43	11.3%
Total (2011 Q1-3)	382	100

TEAM REPORT APPENDIX D: OFF-CAMPUS SITE SUMMARY

Institution: Ashford University
Type of Visit: Pathway B for Initial Accreditation
Name of reviewer/s: Ikenberry, Graham, Eggers, Keith, Kong
Date/s of review: March 11-12, 2012

1. Site Name and Address

Ashford University
400 North Bluff Blvd.
Clinton, IA 52732

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a regional center or off-campus site by WASC)

973 students are enrolled at this campus, which was the original site and formerly the "main" campus. Detailed background information and data are included in the team report.

3. Nature of the Review (material examined and persons/committees interviewed)

The team conducted a full visit at this site meeting with the president, other administrators, local leadership, faculty, staff and students, two trustees and reviewing the facility and a wide array of records and exhibits.

Observations and findings are integrated into the team report.



May 29, 2015

WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501

Dear Commission Members:

The WSCUC accreditation process has been of great value to us as we continue to pursue our vision to be recognized nationally as one of the best online, private, adult learning institutions in terms of academic quality, student success, operational results, and reputation. Our ongoing work since the 2013 Special Visit has had a fundamental impact on the University. Persistent efforts by the faculty, leadership, staff, and Board of Trustees have allowed us to grow together as a stronger, reflective learning community focused on evidence-based analysis to enable us to better serve our students.

As shown in the Team Report, we believe we have demonstrated a sustained commitment to addressing each issue raised by the 2013 Special Visit Team while preserving those things the team found laudatory. In this work we are fortunate to have a Board of Trustees that is united in its support of our mission and fully engaged in its role as the governance authority for Ashford University.

We appreciate the professionalism, rigor, and care with which the Special Visit Team conducted the recent site visit. We find no issue with the commendations or the recommendations provided by the Team. Since the exit interview on April 10, 2015, we have already begun to address several areas deemed in need of continued attention, as noted below.

- We have reviewed core governance documents and adjusted our procedures to ensure that the operating agreement with Bridgepoint and the Board of Trustees processes are in sync.
- Newly proposed institutional outcomes are currently moving through the faculty governance review and approval process. This work will pave the way for systematic alignment of program-level learning outcomes with the institutional outcomes.



- Key steps have been taken to strengthen transparency in the associate faculty evaluation process. All evaluation scores from faculty peers, faculty support personnel in the virtual classroom, and student end-of-course surveys are now being communicated annually to associate faculty members by their immediate leadership.

We find great value in our work with WSCUC as a partner. It has helped ensure that, at all levels of the University, there is a broadly shared commitment to our mission and to the quality improvement ultimately aimed at achieving student success. We recognize there will always be work to do. I am pleased to note that there is wonderful energy and enthusiasm inside the University, as part of its culture, to do that work.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Richard Pattenau".

Richard Pattenau, PhD
President and CEO
Ashford University

cc: Lori Williams, PhD, Provost and Chief Academic Officer, WSCUC ALO
Gregory L. Geoffroy, PhD, Chair, Ashford University Board of Trustees
Richard Winn, EdD, Vice President and WSCUC Liaison

REPORT OF THE WSCUC SPECIAL VISIT TEAM

To Ashford University
April 8-10, 2015

Team Roster

Christine Geith, Team Chair
Assistant Provost and Executive Director MSU Global
Michigan State University

Susan M. Clapper, Team Assistant Chair
Executive Assistant to the Vice President
Dominican University of California

Michael C. Allen, Team Member
Assistant Provost for Records and Research
Fresno Pacific University

Laura J. Palucki Blake, Team Member
Director of Institutional Research and Effectiveness
Harvey Mudd College

Chun-Mei Zhao, Team Member
Director of China Programs
Stanford University

Richard Winn, Senior Vice President
WASC Senior College and University Commission

The team evaluated the institution under the 2013 WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. If the institution is granted candidacy or initial accreditation by the Commission, this report and the Commission action letter will be made available to the public by publication on the WSCUC website.

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

In 2005, Ashford University (previously The Franciscan University of the Prairies) was acquired by Bridgepoint Education, Inc. (Bridgepoint) and became a for-profit Limited Liability Company. With the development and growth of the online division, Ashford University's (Ashford) headquarters moved from the original Clinton, Iowa campus to San Diego, California. As a result, Ashford applied for eligibility status from the WASC Senior College and University Commission in August 2010. Ashford offers 70 active degree programs (64 undergraduate and 6 graduate) with an additional 4 graduate degree programs pending approval. Traditional bachelor degree programs are offered at Ashford's Clinton campus; online bachelor and master's degree programs are offered at both the Clinton and San Diego campuses.

Bridgepoint, a publically traded company, is also located in San Diego, California. In addition to owning Ashford, Bridgepoint owns the University of the Rockies in Denver, Colorado, and educational technologies that include Waypoint Outcomes (assessment software) and Constellation (digital course materials). Shared services agreements between Ashford and Bridgepoint include, but are not limited to, finance, information technology, human resources, legal, and learning resources. Additionally, there are four units (two at Ashford and two at Bridgepoint) that collectively support the data needs of Ashford: assessment (Ashford), institutional effectiveness (Ashford), institutional research (Bridgepoint), and business intelligence (Bridgepoint). Academic oversight (curriculum and instruction) is the sole responsibility of Ashford.

As of December 2014, 274 full-time and 2,470 associate faculty instructed and supported 54,120 students at both the Clinton and San Diego campuses. Undergraduate students account for 87% of Ashford's students, 12% graduate, and 1% non-degree seeking. Degree seeking

students are enrolled across four colleges: Forbes School of Business (39%), Health, Human Services, and Science (25%), Education (19%), and Liberal Arts (15%).

The mission of the university “is to provide accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities.” With 91% of its students 25 years or older, the average age of the Ashford student who enrolls in an online program is 35. Many of Ashford’s students are the first in their families to attend college. As part of meeting its mission of accessibility, Ashford’s students (in aggregate) exhibit five of the seven student risk factors identified by the US Department of Education: working full-time while being enrolled, being a single parent, having dependents, being financially independent, and having delayed college enrollment.

In 2012, Ashford applied for initial accreditation with the WASC Senior College and University Commission (WSCUC). At its June 2012 meeting, the Commission denied Ashford’s initial request, outlining several specific concerns—concerns that were detailed in the July 3, 2012 Commission Action Letter. The Commission invited Ashford to reapply for accreditation, with a Special Visit scheduled for spring 2013. At its June 2013 meeting, the Commission found Ashford was in substantial compliance with all four Standards. The subsequent July 13, 2013, Commission Action Letter indicated that while Ashford was granted initial accreditation for five years through July 15, 2018, the institution would also be scheduled for a Special Visit in spring 2015. The six recommendations listed in the July 2013 letter and were the focus of this (2015) Special Visit are:

1. attrition, support for student achievement, and adequate levels of degree completion
2. adequacy and alignment of resources with educational purposes

3. adequacy of the Ashford faculty model and the role of faculty
4. effectiveness of program review
5. assessing student learning and ensuring academic rigor, and
6. independence of the Ashford Governing Board.

As Ashford primarily delivers its programs in an online format, its distance education programs were included within the scope of this Special Visit and embedded within the six issues as appropriate.

B. Quality of the Special Visit Report and Supporting Evidence

The Ashford Special Visit Report (the report) was clearly written and organized around the six main issues identified in the 2013 Commission Action Letter (noted above). The team reviewed the report and the supporting documents prior to the visit, and during the team conference call developed a number of questions and lines of inquiry to extend the review further. While the report provided the foundation for the campus visit, the onsite interviews and discussions provided the necessary information to answer questions and shape the team's findings.

The team found that the extent of supporting documents to evidence the claims made in the report were well-developed and thorough. The team found that Ashford addressed the issues and concerns raised by the Commission through an institutional culture that grasped and demonstrated the importance of this Special Visit. The team found that Ashford's description of the report development process was accurate, and that the process included broad participation from all campus stakeholders—from faculty leadership to the Board of Trustees.

C. Description of the Team Review Process

During the team conference call, team members divided the responsibilities for the writing and inquiry that would be conducted, enabling the members to explore questions, prepare lines of inquiry, and draft preliminary documents to guide the visit. The team discussed the preliminary schedule that included an overview presentation of Ashford's instructional model. The team agreed that it would remain together as one group for the majority of the meetings, and that separate meetings requiring follow-up or a more focused conversation would be scheduled as needed.

During the visit, the team had ample time to meet with a broad cross-section of over 100 university members that included: senior administrators; executive and associate deans; department and program chairs; faculty senate; full-time and associate faculty; cross-university teams for assessment and quality assurance, curriculum and innovation, and retention and graduation. Meetings with key units including student support services, institutional research, finance, operations, the new general education division, and the library and writing center. The team also met with the Board of Trustees (board). More focused sessions included exploring Waypoint, the REAL dashboard, online course discussions, and retention efforts. The team chair presented the eight commendations and six recommendations to the president prior to presenting those statements to an assembled group of Ashford faculty, staff, administration, and board members at the exit meeting on April 10, 2015.

SECTION II – TEAM ANALYSIS OF THE ISSUES

Issue 1: Attrition, Support for Student Achievement, and Adequate Levels of Degree Completion

Ashford has continued its work towards increasing student retention and graduation rates. Initiatives are selected and continued based on extensive data collection and analysis. The institution evidenced the initiatives to the team in the report and onsite with more in depth lines of inquiry into the following efforts: 1) class size reduction; 2) student success orientation; 3) reading, engagement, assignments, and logins intervention (REAL); 4) minimum age requirement; and 5) conditional admission period.

Ashford faculty and staff have leveraged their unique ability to collect large amounts of student engagement data to inform how they can best support students to successfully persist. This data driven culture is perhaps most clearly evident in the first five courses within the general education program, where students move through sequenced courses so that skills in reading, critical thinking, digital literacy, information literacy, and composition are built upon each other and made more meaningful to the student's learning pattern. (CFRs 2.10, 4.3)

The faculty and staff have focused a significant amount of their efforts on the crucial entry period immediately following admission. Courses have been re-sequenced and the content reworked in order to increase students' initial success and preparation for subsequent coursework. Ensuring that students are introduced to Ashford's educational model and that academically underprepared students are provided the opportunity to identify potential problems has helped to increase Ashford's retention rates. Although the university will need several more years of comparative data to ensure a full understanding and appreciation of the multiple strategies and changes they have made, the initial analyses are very promising. (CFRs 2.10-2.13)

In addition to new students, Ashford expanded its retention and graduation rate efforts to include continuing undergraduate and graduate students. The faculty and staff continue to identify courses that act as bottlenecks to student persistence, and work to increase students' access to content pedagogically while maintaining the mastery requirements of the learning objectives. Ashford also continues to offer specialized support for high-need or at-risk populations, including active and veteran military personnel, students with disabilities, and those students identified as academically high-risk with readiness and college advisors who work specifically with these student populations in order to support them in enrollment and persistence efforts. (CFRs 2.13, 2.14)

As a result of co-curricular reviews, Ashford has also increased and modified its student services support to benefit students. Increased training for faculty and universal access course design has helped to increase access for students with disabilities. The new work that career services has done with outside companies and organizations has increased students' awareness of and access to outside employment and internships. Similar industry partnerships with the academic colleges and divisions, has also allowed for faculty to better align the curriculum with students' current and future needs. Ashford has undertaken a substantial amount of work, investing significant amounts of monetary and human resources into the development of student success initiatives. However, Ashford retention initiatives are not always clearly mapped back to the reasons they have determined students leave. (CFR 2.11)

The university has implemented a number of retention and success initiatives, has identified additional initiatives for implementation, and has yet a third list of proposed initiatives for implementation. Although the research and assessment staff are now more closely involved in the implementation and development process, the number of initiatives raised concerns for the

team regarding the sustainability of such efforts. Ashford's unique ability to collect data in a very rapid manner is a strength but the institution should consider steps to ensure that changes continue to now be made in a deliberate manner that allows for careful and thorough assessment of the effectiveness of its initiatives. In addition to change management, the retention and graduation committee may also consider carefully mapping the success initiatives to the leading causes of student attrition they have identified. (CFRs 1.2, 4.1)

Issue 2: Adequacy and Alignment of Resources with Educational Purposes

Since the 2013 Special Visit, Ashford has made a number of investments to further strengthen and to maintain key academic and student support areas. The university hired additional full-time faculty, bringing the total to 274 in December 2014. Since spring 2013, Ashford has also maintained an average of 10% of its classes being taught by full-time faculty. Reductions in the student-to-full-time faculty ratio dropped from 240 in June 2013 to 198 in December 2014, and Ashford's undergraduate class size has remained stable from 23.9 in June 2013 to 23.5 in December 2014. The university created a vice president for student affairs and retention position, the Adequacy and Alignment of Resources Subcommittee, and staffed the writing center with four full- and two part-time staff. (CFR 3.1)

Additional investments included the creation of a faculty development fund of \$1,000 per full-time faculty member, per year and student success pilots to test new strategies with the promise of improving student retention. According to the report and confirmed during the visit, these investments were made despite a decline in enrollment from nearly 70,000 students 2013 to just over 54,000 in 2014. Admissions Advisory & Marketing (AA&M) increased from 2013 to 2014 from 37.4% to 40.5% (projected) as highlighted in the self-study due to a planned shift in the student acquisition model which leveraged TV and internet search/banner advertisements.

Yet, even with the online student enrollment decline, total student instructional costs and services accounted for 50.9% (2012), 59.5% (2013), and 56.4% (projected 2014) of the university's budgetary allocations for the past three years. The board reinforced to the team its commitment to prioritizing investments in instruction and student success. (CFRs 3.1, 3.5)

Issue 3: Adequacy of the Ashford Faculty Model and the Role of Faculty

Ashford has continued to improve its ratio of full-time to associate faculty, as well as improve the overall student to full-time faculty ratio from 240:1 (June 2013) to 200:1 (September 2014). The stability in full-time faculty numbers (290 in June 2013; 294 in June 2014) despite the decrease of 10,000 online student enrollments during the same time period, has led to an increased capacity to attend to the growth and development of associate faculty. In discussions with the team, full-time faculty demonstrated a clear understanding of their roles and responsibilities in this regard and indicated that their workload is distributed in such a way that they have sufficient time and resources to mentor and support associate faculty without sacrificing their own development and research. Associate faculty echoed the availability and willingness of full-time faculty to support their ongoing development. The institution takes seriously its commitment to support and develop associate faculty members and to provide students with the best faculty possible. (CFRs 3.1, 3.10)

In considering the extent to which the number of full-time faculty was sufficient, the team also considered the access to continued support and services that students receive through the division of student affairs (e.g., advising, health and wellness, community service, career service), and the fact that faculty leverage outside resources (tutor.com, etc.) to facilitate student learning. Taken together, this web of interrelationships between full-time faculty, associate

faculty, student affairs, and outside resources, allow for an agile faculty to continue to foster student success and meet students where they are. (CFR 2.13)

Additionally, faculty have developed their capacity to oversee annual assessment and program reviews. Faculty demonstrated a working knowledge of curriculum maps, and the relationship of those curriculum maps to outcomes at the course, program, and institutional levels. Faculty lead rubric development and revise the end-of-course surveys to ensure they remain relevant. Faculty are not merely participants in assessment, they are partners in this work and consistently demonstrate a willingness to use data to drive decision-making that improves student performance and achievement of student learning outcomes. (CFR 2.4)

Ashford's faculty have clear ownership of program reviews, which have been expanded to include institutional comparisons. When appropriate, Ashford provides faculty with additional release time to complete program reviews. Program directors include feedback from full-time and associate faculty as a routine part of program reviews. A subcommittee of the assessment committee also completes regular assessments on a random sampling of program reviews to ensure quality and alignment with institutional expectations. Supported by an updated program review manual, the faculty senate reviews evidences of student work to ensure program review quality and consistency. (CFRs 2.4, 2.7, 3.10)

Ashford's faculty continue to ensure that there is sufficient consistency in rigor across course offerings. The Instructional Specialists—newly renamed Faculty Support and Development Associates (FSDA)—appear to be a critical part of this endeavor. In meetings with both associate and full-time faculty, the FSDAs were universally praised. The FSDAs (who are also classified as associate faculty) partner and support the work of their peers by monitoring student participation in the class, ensuring completion of assignments, and serving as a

pedagogical resource as needed. Several faculty remarked that they do not have this support structure at other institutions—FSDAs are both tied into and a part of what makes this aspect of the Ashford model unique. (CFRs 2.1, 3.1)

With respect to the faculty role in improving persistence and degree completion, faculty have demonstrated they are deeply engaged in this process. Faculty members participate on the Retention and Graduation Committee, and are leading the redesign of entry-level courses to provide a consistent introductory experience that puts students at the center. The 2014 decision to separate General Education from the College of Liberal Arts has allowed for the development, under the leadership of a dean and three program directors, of a team of faculty who are dedicated to student retention and persistence in courses identified as high enrollment and low persistence courses. Discussions with faculty revealed that they are data-driven in their understanding of retention and persistence issues, and are taking steps to ensure that students also continue to achieve course learning outcomes. (CFRs 2.2a, 3.10)

The team was able to meet with faculty leadership and was encouraged how the governance process has evolved to meet the changing needs of the faculty. The effectiveness of the committee structure was also noted, particularly in its transparency and its ability to quickly bring suggestions and ideas from general faculty forward for action at the senate level. During meetings held on site the team was able to verify that the changes made to faculty governance have strengthened it as a system and it is an emerging and valued voice in institutional decision-making (CFRs 3.7, 3.10).

Through discussions with faculty, the team was able to explore the evaluation of associate faculty. Associate faculty are evaluated based on their Instructional Quality Review (IQR), the instructional specialist score, and the end-of-course evaluation—with the IQR

carrying the most weight. The team found that when discussing with associate faculty, most were unaware of all components of their evaluation, specifically the instructional specialist score. The team found that while the instructional specialist score is confined to the mechanics of the course (e.g., posting assignments, comments, grades in a timely manner), in the past it created a perceived ambiguity between the supportive role of the instructional specialist and the evaluative nature of the score, and therefore was no longer shared with associate faculty. It was also made clear to the team that any associate faculty could request their score at any time and it would be shared with them.

Issue 4: Effectiveness of Program Review

During the time since the last team's visit, Ashford has reviewed course sequencing, resourced program reviews, and implemented tools to increase the consistency of review quality. The institution identified the need for a program review manual revision to assist faculty in the program review process. The program review manual now provides program directors with templates and examples of program review components, as well as clarifies the program review process. The faculty senate, in consultation with university administration and staff, updated both the manual and templates. By providing a clearly documented process and expectation exemplars, Ashford has empowered its faculty and program directors to identify needed changes more effectively. (CFRs 2.7, 3.10)

The faculty have actively reconsidered the sequencing of courses, both within and outside formal program review. Faculty have used a variety of measures, including faculty and student surveys, program reviews, and institutional data to confirm that courses are provided in an appropriately scaffolded sequence. Faculty work closely with student and academic support units to ensure the changes are implemented with minimal affect to students. Faculty senate

involvement has been particularly beneficial when the review has recommended curricular changes. At the time of the visit, the institution was on track to have completed over 75% of all its academic program reviews by summer 2015, with a 100% completion rate by the end of 2016. (CFR 2.6)

Changes that emerge from reviews are tracked through a structured action plan process. Including changes to curriculum and services to students, changes are recommended by the faculty, resourced by the administration, and implemented by faculty and staff. These action plans help provide accountability to ensure improvements are carried out, and help close the assessment loop. Information on how changes affect student learning and persistence is collected, and the changes themselves are then also assessed to ensure they achieved the desired outcomes. (CFRs 2.6, 2.7)

Having completed impressive amount of work on bolstering and fulfilling program reviews, there are still some areas for continued improvement. Institutional Learning Objectives (ILOs) are not yet assessed in a holistic, institution-wide manner. Although ILOs are included in program reviews and other segmented assessments of university work, Ashford has yet to develop a process for ensuring institutionally that students are learning what the institution has determined is important for them to learn. Described as an “aspirational” state, the development and implementation of a cohesive, institution-wide assessment plan of ILOs represents an important next step in Ashford’s assessment development.

Issue 5: Assessing Student Learning and Ensuring Academic Rigor

There is strong evidence that Ashford embraces the assessment culture and a core value of continuing improvement. The urgency of assessment permeates the entire organization, from the board members to faculty, from library staff to student advisers. Only in one example did the

team have concerns regarding the expectations and consistency of online discussions (academic rigor). The team found that some faculty assigned the same grade for differing levels of student contributions, and that grading rubrics were not always consistent with stated expectations.

However, the team also found that there is a university-wide faculty committee that is focusing on updating the course discussion grading rubrics. The committee is strengthening the rubrics for both qualitative and quantitative requirements and is planning to fully implement the improved rubrics into each course, allowing for adjustments as needed. Ashford faculty, staff, and administrators perceive assessment as an essential component of quality instruction, and affirm that only through relevant data can the institution know what is and what is not working in the dynamic world of online adult learners. (CFRs 2.4-2.6)

Assessment is deeply embedded in Ashford's course development and revision process. From the conceptualization of a course, assessment staff work hand in hand with faculty members and instructional designers to build in assessment tools. The Waypoint Outcomes Assessment system, broadly integrated in courses throughout the university, plays a critical role in evaluating course level student learning outcomes. Faculty (both full-time and associates) find the Waypoint system very useful in streamlining grading, facilitating feedback, and increasing instructional efficiency and effectiveness. This makes course assessment less burdensome and easily adoptable. (CFRs 2.3, 2.4, 4.4)

Based on the Waypoint rubrics, a course Dashboard is available for faculty to monitor student learning in a particular course, mapped against Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). Faculty can view how each student is doing in his/her course, and also check historic data for tracking student progress.

Ashford also embraces external peer reviews. Course reviews through Quality Matters continue to expand in scope. Since 2013 visit, a large majority of all Ashford course have been recognized for meeting Quality Matters standards, almost all Ashford faculty have been trained as Quality Matters reviewers, and faculty from 150 institutions have participated in Ashford's Quality Matters course review. (CFR 4.4)

Ashford has enthusiastic assessment staff (11 staff members in total, including four at the Clinton, Iowa campus and seven at the San Diego campus) who serve as liaisons between the Business Technology Services group who maintain the Waypoint system and faculty. Assessment staff work closely with faculty members in course design and revision, providing assessment expertise to faculty, while responding to data requests from faculty members in course, student sub-population, and learning outcome specific inquiries. (CFRs 2.4, 4.1)

Ashford has been collecting a large quantity of data at course, program, and institutional levels, including both direct and indirect measures. Direct measures of student learning outcomes include the Waypoint rubrics and grades, ETS proficiency, an Ashford-owned critical thinking exam created in conjunction with Pearson, an information literacy assessment (SAILS), Peregrine disciplinary specific tests in the Forbes School of Business and College of Education, as required by their respective disciplinary accreditation agencies, and indirect measures included in end-of-course surveys, alumni surveys, the National Survey of Student Engagement (NSSE), and the uniLOA survey. At the time of this visit, the total number of data records collected from Waypoint rubrics is 219 million. While the coverage and depth of the outcome data are not necessarily even, support personnel are able to respond to specific data requests in a quick and effective way. (CFRs 2.3, 4.1, 4.4)

Overall, the team found that Ashford is willing to test new approaches and initiatives (based on data) in order to improve instructional quality and student success. Data are used to make positive changes, and the short course cycle provides easier and more frequent opportunities for change. It is commendable that large scale initiatives were often piloted at a smaller scale (e.g., in a college first), before being implemented widely across the university's programs. Examples of initiatives included class size reduction, student success orientation, conditional admission period, and age requirement. Data from the general education capstone communication assessment, the critical thinking section of the ETS exam (external), and SAILS were used for the redevelopment of the first five entry-level general education courses. (CFRs 4.1, 4.3, 4.4)

While data availability and usage can be limited and fragmented, especially around institutional level learning outcomes, Ashford's enthusiasm, determination, and tireless effort to assess and improve student learning to ensure academic rigor is to be commended. Ashford's assessment efforts have taken a more inward, reflective perspective, and a more meaningful context to situate and interpret Ashford's data in order to look outward and gain a better understanding of various peer institutions and their respective populations would be useful to the institution. (CFR 4.7)

Through the examination of the NSSE data, the team found some encouraging indications of how Ashford students compare against other institutions in terms of their academic engagement levels. For example, while Ashford student interactions are lower than its comparison groups (i.e., Plains Private, Carnegie Class, and National), and this lower interaction is understandable given the student population Ashford serves, Ashford has shown a higher level of engagement in the following areas than all of the three of its comparison groups:

- prepared two or more drafts of a paper or assignment before turning it in
- longer papers (number of papers between 6-10 pages and 11 pages or more)
- frequency of reviewing notes after class
- summarized notes after class

Additionally, Ashford students:

- rated higher quality of interactions with academic advisors, faculty, and other administrative staff
- spent more time doing community service or volunteer work
- spent more time on assigned reading
- evaluated the educational experience higher and would go to the same institution again

The team was encouraged that Ashford is actively participating in a few key higher education initiatives so it can better understand the graduation rate for the online, adult learners, develop aspiration statements of institutional research practices, and work with American Institutes for Research on a Gates Foundation project for developing different metrics. (CFR 4.7)

Issue 6: Independence of the Ashford Governing Board

Ashford is a wholly-owned subsidiary of Bridgepoint Education, Inc. The relationship is maintained through the Ashford trustees as Independent Board Members and Bridgepoint Education, Inc., as the Sole Member. Ashford's president is appointed and reviewed by the Ashford Board of Trustees (board) and serves *ex officio* on the board. The annual operating and capital budget of Ashford is approved by the Ashford board and is ratified by Bridgepoint. (CFR 3.9)

Regarding the board's relationship with its parent company, Bridgepoint, the team found clear lines of authority and responsibility. The relationship is delineated in a series of operating

agreements, the most recent being the *Eighth Amended and Restated Operating Agreement*, effective January 2014. As evidenced in board minutes and reinforced during the visit, the board clearly asserts control over the academic and fiscal operations of the university. There was evidence in the board agenda and meeting minutes that the board engages with the University leadership to review and approve the annual budget. There was evidence in the board minutes and in the onsite meetings with board members that the board develops clear goals for the university relating to persistence and completion, quality assurance, and rigor. (CFRs 1.5, 3.9)

The board standing committees are Executive, Academic Affairs, Financial Audit, Financial Planning/Budgeting, and Strategic Planning. As evidenced in the Special Visit report, the Financial Planning/Budgeting Committee reviews and approves the university's annual budget and quarterly reviews, and supports the university's commitment to academic rigor through its resource allocations. The Academic Affairs Committee monitors student progression and learning outcomes. The Strategic Planning Committee is integrated into the strategic planning and management process of Ashford. As evidenced in the board minutes, standing committees have focused on academic policy, academic quality assurance, planning, institutional integrity, leadership, budgets and operations. In addition, the board has supported its development by following best practices from the Association of Governing Boards. (CFRs 3.7, 4.6)

The board has expanded the number, diversity, and strength of its trustees. At the time of the 2012 Initial Accreditation application, there were 11 trustees; at the time of the 2015 Special Visit, there were 15 members serving (out of a possible 17 maximum as specified in the operating agreement), including a new board chair appointed in 2013. The high quality of the

board members was evidenced in their biographies and from their deep experience and commitment to student success expressed during the site visit. (CFR 3.9)

The current operating agreement specifies that for any set number of total board members (e.g., 7, 11, or 15) Ashford will appoint the majority of board members and the Sole Member will appoint the remainder. While the intention of the language is to ensure the university will have the majority of board appointment, the team was concerned that board members remarked that the language was more of a policy formality than it was a practice, as they (Ashford) appoint board members more frequently, and at more than a simple majority than the Sole Owner. While the team supports the ways in which the board is operating, the operating agreement should accurately reflect those positive practices in order to ensure a unified focus on Ashford's student success. An accurate operating agreement that aligns practice with policy (see *Eighth Amended and Restated Operating Agreement*, sections 5.2 & 5.2 (a-k)) will provide Ashford with important protections in the event of organizational changes at the Sole Member (Bridgepoint). Additionally, the current language in section 5.6 (b) may want to be reviewed, as it could also put the university in a vulnerable position due to personnel changes at the Sole Member or changes affecting the priority currently being given to student success priorities (CFRs 1.5, 3.9)

SECTION III – FINDINGS AND RECOMMENDATIONS

- The team commends Ashford for their tremendous effort preparing for the Special Visit. The documents and the visit schedule were comprehensive and thorough and the rapid turnaround on additional requests was outstanding. (CFR 1.8)
- Regarding student achievement and degree completion, the team commends Ashford's commitment and energy in taking the Commission's recommendations and concerns

seriously. There is strong evidence of a sustained focus on continuous improvement in student success enabled by a culture of teamwork and evidence-based decision making.

- The team recommends that Ashford continue to strengthen alignment between the actions they take to improve student success and what they know about why their students may be leaving. (CFRs 2.10, 4.1, 4.3)
- Regarding adequacy and alignment of resources with educational purposes, we commend Ashford for continuing to increase their investment in key academic and student support areas, including full-time faculty, student affairs and student success interventions, despite declines in enrollment and revenue during the past two years.
 - The team recommends that the Ashford Board of Trustees and the president continue their commitment to student success by ensuring the continued prioritizing of academic funding. (CFR 3.5)
- Regarding adequacy of the Ashford faculty model and the role of faculty, the team commends Ashford for developing an engaged faculty culture coupled with a wide variety of student support roles and resources. There is evidence to suggest that the faculty staffing levels are appropriate for Ashford for both full-time and associate faculty.
 - The team recommends Ashford strengthen full transparency in their associate faculty evaluation processes to align with their institutional values. (CFR 3.2)
- Regarding effectiveness of program review, the team commends Ashford for completing the assessment loop through the use of action plans.
 - The team recommends that Ashford develop and implement a university-level plan for assessing institutional learning outcomes. Although it is clear this is

happening at the program level, the team recommends that this process be rolled up to the institutional level. (CFR 2.7)

- Regarding assessing student learning and academic rigor, the team commends Ashford for taking WSCUC's concerns and recommendations seriously and rallying across all levels of the institution to take appropriate action.
 - The team recommends the institution continue its diverse efforts to ensure quality and consistency of student work. (CFRs 2.5, 2.6)
- Regarding independence of the governing board, the team commends Ashford for building and effectively organizing a board whose talents, commitment and board functions are strongly aligned with Ashford's student success mission.
 - The team recommends that the next operating agreement between Ashford and Bridgepoint fully reflect the strong collegial practices that have been established between the Ashford Board of Trustees and Bridgepoint in order to continue to ensure their well-developed alignment ensuring the independent governance of Ashford. (CFRs 1.5, 3.9)
- The team commends Ashford for sharing their learnings and innovations through participation in higher education conferences and encourages them to continue seeking out like institutions and those with similar socio-economic student demographics to share best practices and more deeply develop Ashford's distinguishing characteristics. (CFRs 4.6, 4.7)