

completed this program, and other important information, please visit www.ashford.edu/pd/obaoma.

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

Program Outcomes

Operations Management and Analysis major graduates will be able to:

1. Apply systems analysis to management decisions and operational success;
2. Assess methods of quality management, product and service development, and learn processes in business operations;
3. Develop skills in managing projects and programs;
4. Examine globalization effects on the organization's operations, supply chain, and product or services production; and
5. Understand effective decision-making, problem-solving, and technical skills required in management.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*

- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- INF 336 Project Procurement Management (3 credits)
Prerequisite: INF 103
- INF 337 Integrated Cost & Schedule Control (3 credits) *Prerequisites: ACC 205 and BUS 308 or MAT 332*
- INF 340 Business Systems Analysis (3 credits) *Prerequisite: Information Technology competency*
- BUS 461 Decision Modeling & Analysis (3 credits) *Prerequisites: MGT 330 and BUS 308*
- BUS 445 Total Quality Management (3 credits)
- BUS 446 Production Operations Control (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- INF 410 Project Management (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Organizational Management

The Organizational Management program is designed for students who have work experience and desire to improve their understanding of how organizations function and develop effective skills in management and leadership. The curriculum places emphasis on the human side of managing organizations, allowing for skill development in communication, group behavior, decision making, human resource management, and ethics. Focused attention is given to defining and understanding strategic planning, financial management, law, and marketing areas in which an organizational leader must be knowledgeable to be effective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaom.

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carefully research the requirements prior to enrollment. Requirements may vary by state. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

Program Outcomes

Organizational Management major graduates will be able to:

1. Examine one's personal leadership style and determine its appropriateness to various organizational situations;
2. Demonstrate appropriate decision-making skills in organizational contexts;
3. Formulate strategies for effective team development;
4. Analyze alternative solutions for complex business problems;
5. Compare and contrast individual characteristics that influence work behaviors and organizational effectiveness; and
6. Analyze the impact of social problems on the workplace at the individual, group, organizational, and societal levels.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *30 credits

Electives: 44 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (30 credits)

- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- *SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- *COM 425 Communication in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

- BUS 303 Human Resource Management (3 credits)
- MGT 450 Strategic Planning for Organizations (3 credits) *Prerequisite: MGT 330*
- *PHI 445 Personal & Organizational Ethics (3 credits)
- MGT 460 Leadership Priorities & Practice (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Transfer Concentration Option

Students may add a transfer concentration to the Bachelor of Arts in Organizational Management program by transferring in 12 applicable credits in a defined subject area. Transfer concentrations are not required and are intended for students who have experience and/or extensive transfer credit coursework in a field of study at the time of admission to the program. The following major courses are designated for substitution with concentration coursework, where appropriate: COM 425, MGT 415, PHI 445, and SOC 402. For additional details, see *Transfer Concentration Guidelines* in this section of the *Catalog*.

Bachelor of Arts in Project Management

The Bachelor of Arts in Project Management program provides students with the critical skills needed to manage projects and lead project teams. Students learn how to initiate, plan, execute, control, and close projects. Students also learn critical skills related to leadership, team development, risk analysis, project cost management, schedule/task control, effective communication, and quality control. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapm.

Special Terms and Conditions: Successful completion of this degree by itself does not qualify a student to sit for any certification examinations offered by the Project Management Institute (PMI) including: the Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Program Management Professional (PgMP), PMI Agile Certified Practitioner (PMI-ACP), PMI Risk Management Professional (PMI-RMP), or the PMI Scheduling Professional (PMI-SP). Graduates of this program may meet some of the requirements to sit for PMI certification exams, but, it is the responsibility of each student or graduate to research the requirements for each. In most instances, the requirements to sit for a PMI certification exam include a secondary diploma or a four year degree, and a certain number of documented hours of project management experience.

The Project Management Institute (PMI) is an independent entity not affiliated with Ashford University. Successful completion of this degree does not fully qualify a student for any PMI certification. Students or graduates that are interested in pursuing PMI certifications are strongly encouraged to visit their website (www.pmi.org) for additional information.

Program Outcomes

Project Management major graduates will be able to:

1. Apply proven project management principles to business situations;
2. Apply current project management best practices to initiate, plan, execute, control, and close a well-documented project;
3. Examine successful project team development and management strategies;
4. Assess how project management practices can support organizational effectiveness and the corporate strategic planning process;
5. Evaluate the role of risk in projects and ways to mitigate its effects;
6. Examine the application of ethics to the practice of project management;
7. Integrate dynamic business data using relevant technology solutions.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 26 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281
- BUS 303 Human Resource Management (3 credits)

- ^BUS 308 Statistics for Managers (3 credits)
- INF 410 Project Management (3 credits)
- INF 337 Integrated Cost & Schedule Control (3 credits) Prerequisites: ACC 205 and BUS 308 or MAT 332
- *PHI 445 Personal & Organizational Ethics (3 credits)
- INF 338 Leadership & Communication Skills for Project Managers (3 credits) Prerequisites: MGT 330 and Communication I and II competency
- INF 336 Project Procurement Management (3 credits) Prerequisite: INF 103
- BUS 445 Total Quality Management (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 402 Strategic Management & Business Policy (3 credits) Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Public Administration

The Bachelor of Art in Public Administration is designed for students who seek entry-level management careers in government management at the federal, state, or local level and nonprofit management. Students will receive a solid foundation in public sector practices and processes complemented by coursework in the social sciences. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obapa.

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

Program Outcomes

Public Administration major graduates will be able to:

1. Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration;
2. Integrate academic theory and practical applications;

3. Apply management theory to the practice of public administration;
4. Identify relevant political and legal factors in the policy process and analyze their roles critically; and
5. Judge the ethical components of public responsibility.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 12 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- *POL 303 The American Constitution (3 credits)
- *POL 310 Environmental Policies (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits) *Prerequisite: ECO 203*
- PPA 305 Budgeting for Public Administrators (3 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits) *Prerequisite: PPA 301*
- PPA 401 Urban Management (3 credits) *Prerequisite: PPA 301*
- PPA 403 Administrative Law (3 credits)
- PPA 405 Personnel Management (3 credits)
- PPA 497 Public Policy Formation (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Public Relations and Marketing

Graduates of the major in Public Relations and Marketing will be able to develop an understanding and mastery of marketing and public relations functions. Emphasis is on creating a repertoire of communication skills in order to become an effective communicator across contexts, as well as to develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs. Graduates will be able to evaluate the effectiveness and appropriateness of marketing and public relations messages and engage in problem analysis, strategic planning, message development, and tactical solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaprm.

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

Program Outcomes

Public Relations and Marketing major graduates will be able to:

1. Develop an understanding and mastery of marketing, and public relations functions;
2. Create a repertoire of communication skills in order to become an effective communicator across contexts;
3. Develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs;
4. Evaluate the effectiveness and appropriateness of marketing and public relations messages; and
5. Engage in problem analysis, strategic planning, message development, and tactical solutions.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 29 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- *BUS 340 Business Communications (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 352 e-Business (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- INF 410 Project Management (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- BUS 421 PR/Marketing Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Real Estate Studies

The Bachelor of Arts in Real Estate Studies degree prepares student for a career in the real estate profession. The curriculum incorporates a rich foundation of general business with the specialized advanced core in real estate studies. The real estate major prepares students for careers in mortgage lending, development, equity investment, brokerage and sales, valuation, consulting, property and asset management, etc. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obares.

Special Terms and Conditions: Successful completion of this degree does not guarantee that any state real estate licensing agency will accept a student's or a graduate's application to sit for or successfully complete any such exam. In addition, Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for a certification or as a

qualifying academic credential for membership in such professional organization.

Most US states require licensing to perform various professional activities associated with real estate business services. Such licensing may require an examination performed by designated controlling state agencies. If students or graduates are interested in pursuing any state licenses, they are strongly encouraged to research their local state real estate agency's requirements for licensure.

Program Outcomes

Real Estate Studies major graduates will be able to:

- Assess real estate professional governance and licensing in the states and how such laws and systems benefit consumers;
- Examine essential real estate business practices;
- Apply real estate law, contract law, and Uniform Commercial Code in solving complex real estate problems;
- Discern how economic, demographic, dynamic, and market trends influence real estate and real estate valuations; and
- Examine basic real estate financial markets and financing methods most commonly applied to single family residences, multiple family residences, and commercial properties.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *PHI 445 Personal & Organizational Ethics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- RES 301 Principles of Real Estate (3 credits)

- RES 325 Real Estate Practice (3 credits)
- RES 327 Real Estate Economics (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- RES 334 Real Estate Finance (3 credits)
- RES 345 Legal Aspects of Real Estate (3 credits)
- RES 429 Property Management (3 credits)
- RES 431 Commercial Real Estate Investment (3 credits)
- RES 450 Real Estate Appraisal (3 credits)
- RES 497 Strategic Management of the Real Estate Enterprise (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Service Management

The Bachelor of Arts in Service Management with specializations program is designed to provide the knowledge and skills to be effective in one of the fastest growing sectors of the economy. The course of study prepares students to deliver services that include all internal and external activities of organizations aimed at customer acquisition, retention and care. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.ashford.edu/pd/obasm>.

Because careers may range from consultant and specialist jobs to management tasks within the numerous fields and functions in the service sector, students must select a specialization in this program. Specializations include Non-profit Enterprise, Hospitality Enterprise, Restaurant Enterprise Management, and Retail Management.

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

Program Outcomes

Service Management major graduates will be able to:

1. Assess service logistics in a variety of service environments;
2. Apply various service systems to construct customer relationship platforms;

3. Integrate innovative practices and processes designed to increase the performance of a service organization;
4. Develop new human capital strategies in service organizations; and
5. Design service metrics based on the needs of a service organization.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23-26 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits in the major and 3 credits in the Non-Profit Enterprise specialization may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- +EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (33 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
Prerequisite: ACC 205
- *ECO 204 Principles of Microeconomics (3 credits)
- SRV 301 Introduction to Service Management (3 credits)
- SRV 312 Service Operations Management (3 credits) *Prerequisite: SRV 301*
- SRV 340 Marketing in a Services Environment (3 credits) *Prerequisite: SRV 301*
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- BUS 402 Strategic Management & Business Policy (3 credits) *Prerequisites: BUS 201 or MGT 330; ACC 205; ECO 203 or ECO 204; GEN 499*

Choose one specialization from the following:

Hospitality Enterprise Specialization (12 credits)

- SRV 332 Fundamentals of Hospitality (3 credits) *Prerequisite: SRV 301*
- SRV 333 Resort Management (3 credits) *Prerequisite: SRV 301*
- SRV 423 Food & Beverage Control (3 credits) *Prerequisite: SRV 301*
- SRV 425 Event, Meeting, & Conference Management (3 credits) *Prerequisite: SRV 301*

Retail Management Specialization (12 credits)

- BUS 337 Principles of Retail Management (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 441 Retail Pricing Management (3 credits) *Prerequisites: ECO 204 and SRV 340*
- BUS 442 Retail Merchandising (3 credits)

Non-Profit Enterprise Specialization (12 credits)

- *SOC 315 Cross-Cultural Perspectives (3 credits)
- BUS 318 Organizational Behavior (3 credits)
- SRV 428 Non-Profit Agency Management (3 credits) *Prerequisite: SRV 301*
- SRV 429 Fiscal Management of Nonprofit Organizations (3 credits) *Prerequisite: SRV 301*

Restaurant Enterprise Management Specialization (12 credits)

- SRV 346 Introduction to Restaurant Management (3 credits) *Prerequisite: SRV 301*
- SRV 347 Sanitation & Safety (3 credits) *Prerequisite: SRV 301*
- SRV 438 Menu Planning & Design (3 credits) *Prerequisite: SRV 301*
- SRV 423 Food & Beverage Control (3 credits) *Prerequisite: SRV 301*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Sports and Recreation Management

The Sports and Recreation Management major helps to prepare professionals for managerial positions in the sports and recreation industry including professional, intercollegiate, and interscholastic sports; sport/fitness clubs; sports/athletics equipment merchandising; public,

private, and commercial recreation programs; and intramural and recreational sports.

Students complete coursework in the following areas: accounting, business, economics, English, information systems, philosophy, physical education, sociology, speech, and psychology. The curriculum consists of learning experiences that are essential for assuming entry-level business management positions in the sports and recreation profession. Students completing the required coursework will be exposed to various theories of management in the field of business administration, exhibit college-level writing and speaking skills, and acquire a knowledge base in the field of sports and recreation management. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obasrm.

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

Program Outcomes

Sports and Recreation Management major graduates will be able to:

1. Integrate knowledge from sports recreation and business administration fields;
2. Apply theory to practice;
3. Communicate effectively in a variety of modalities; and
4. Apply business procedures to team and facilities management.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 29 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- *CGD 218 Visual Literacy in Business (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- *BUS 340 Business Communications (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- SRM 401 Sport Finance (3 credits) *Prerequisite: ACC 205*
- SRM 311 Sport Law (3 credits)
- *ECO 203 Principles of Macroeconomics (3 credits)
- INF 410 Project Management (3 credits)
- BUS 303 Human Resource Management (3 credits)
- SRM 320 Organization & Administration of Sports & Recreation Management (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)
- SRM 325 Case Research in Sports & Recreation Management (3 Credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking these courses.

Bachelor of Arts in Supply Chain Management

The Bachelor of Arts in Supply Chain Management program focuses on effective management of supply chain processes and information flows that optimize activities and costs to serve the customer efficiently and effectively. Production schedules, procurement, transportation services, quality, and warehousing management activities are studied as individual functions as well as strategic relationships among the functions. Emphasis is placed on problem solving, logical thinking, and development of accurate management assessments. This major is also designed to incorporate the core business knowledge appropriate to manage wider organizational processes. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obascm.

Special Terms and Conditions: Successful completion of this degree by itself does not qualify students to obtain any certifications from The Association for Operations Management (APICS). Also, successful completion of this degree does not by itself qualify students to sit for the APICS Certified Supply Chain Professional (CSCP) certificate examination. The requirements to sit for the CSCP certificate examination include a combination of education and documented supply chain management experience. Conversely, the APICS Certified in Production and Inventory Management (CPIM) certificate does not have any requirements to take the five examinations which are required to obtain CPIM certification, aside from exam registration fees.

Students or graduates interested in pursuing the APICS CSCP or the APICS CPIM certification are strongly encouraged to visit the APICS website (www.apics.org) for additional information.

Similarly, successful completion of this degree by itself does not qualify students to obtain any certifications from The American Purchasing Society or sit for any of their certification examinations. If a student or graduate is interested in pursuing certifications offered by this professional association including: the Certified Purchasing Professional (CPP), the Certified Professional Purchasing Manager (CPPM), and the Certified Professional Purchasing Consultant (CPPC), they are strongly encouraged to visit The American Purchasing Society portal (www.american-purchasing.com). Some of the prerequisites for eligibility for certification are a minimum of three years purchasing related experience or a degree from a recognized college, plus two years of purchasing related experience. Information on other prerequisites and requirements for certification is available at www.american-purchasing.com.

Program Outcomes

Supply Chain Management major graduates will be able to:

1. Apply proven supply chain management principles to business situations;
2. Examine globalization effects on the organization's supply chain and product or services production;
3. Evaluate an appropriate supply chain design for a given application;
4. Analyze the implications of supply chain management to organizational effectiveness;
5. Assess supply chain performance using information technology; and
6. Integrate supply chain goals with the corporate strategic planning process.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *45 credits

Electives: 23 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (45 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 311 Business Law I (3 credits)
- *ECO 204 Principles of Microeconomics (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281
- ^BUS 308 Statistics for Managers (3 credits)
- INF 220 IS Principles (3 credits) *Prerequisite: INF 103 or Information Technology competency*
- ^BUS 307 Operations Management & Quantitative Techniques (3 credits)
- MGT 322 Principles of Logistics Management (3 credits) *Prerequisite: MGT 330*
- MGT 325 Introduction to Transportation Management (3 credits) *Prerequisite: MGT 330*
- MGT 370 International Supply Chain Management (3 credits)
- MGT 300 Supply Management (3 credits)
- BUS 445 Total Quality Management (3 credits)
- BUS 461 Decision Modeling & Analysis (3 credits) *Prerequisites: MGT 330 and BUS 308*
- MGT 496 Strategic Warehouse Management (3 credits) *Prerequisites: MGT 330 and GEN 499*

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for all online undergraduate students.

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Associate of Arts in Early Childhood Education

The Associate of Arts in Early Childhood Education is designed around courses that are grounded in the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon best practices in child development research, center-based curriculum, and professionalism. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/oaeece.

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.

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Program Outcomes

Students who successfully complete the Associate of Arts in Early Childhood Education degree program will be able to:

1. Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC standards;
2. Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction;
3. Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting;
4. Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs; and
5. Identify the stages of language, physical and social development in children ages birth to eight.

Program Requirements

Total number of credits required: 67 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *49 credits

Core Requirements: *21 credits

*In this program, 6 credits from the core may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Core Requirements (21 credits)

- ART 101 Art Appreciation (3 credits) Satisfies General Education Cultural and Aesthetic Awareness requirement
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 201 Introduction to Early Childhood Behavior Management (3 credits)
- ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits) Satisfies General Education Diversity Awareness requirement
- PED 212 Foundations of Movement & Motor Activities (3 credits)

General Education Requirements (49 credits)

- PSY 202 Adult Development & Life Assessment (3 credits) Satisfies General Education Social and Personal Awareness requirement
- ENG 121 English Composition I (3 credits) Satisfies General Education Communication I Competency requirement
- GEN 103 Information Literacy (3 credits) Satisfies General Education Information Technology Competency requirement
- ENG 122 English Composition II (3 credits) Satisfies General Education Communication II Competency requirement
- ENG 125 Introduction to Literature (3 credits) Satisfies General Education Literature requirement
- COM 200 Interpersonal Communication (3 credits) Satisfies General Education Communication III Competency requirement
- HIS 103 World Civilizations I (3 credits) Satisfies General Education History requirement

- *MAT 221 Introduction to Algebra (3 credits) Satisfies General Education Mathematical Competency Prerequisite requirement
- MAT 222 Intermediate Algebra (3 credits) Satisfies General Education Mathematical Competency requirement
- PHI 103 Informal Logic (3 credits) Satisfies General Education Critical Thinking Competency requirement
- PHI 208 Ethics & Moral Reasoning (3 credits) Satisfies a General Education Humanities requirement
- POL 201 American National Government (3 credits) Satisfies a General Education Political Science requirement
- SCI 207 Dependence of Man on the Environment (4 credits) Satisfies General Education Science requirement
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits) Satisfies a General Education Applied Ethics requirement

* Students who waive MAT 221 are required to take 64 total program credits in order to meet graduation requirements.

Associate of Arts in Early Childhood Education Graduation Requirements

To be eligible for an Associate of Arts in Early Childhood Education degree, a student must successfully accomplish the following:

- Completion of all program/course requirements;
- Completion of a minimum of 67 credits. Additional prerequisite courses may be required;
- Minimum cumulative grade point average of 2.00 in all coursework attempted at the University; and
- At least 18 credits earned toward the Associate of Arts degree must be completed at Ashford University.

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

The degree will be noted on the transcript as an Associate of Arts in Early Childhood Education.

Bachelor of Arts in Child Development

The Child Development major will focus on a comprehensive study of children (infancy through adolescence), and the family, cultural, peer, school and neighborhood contexts that influence the development of children. With an increasing attention to the importance of factors impacting the development of children, the Child Development major will provide investigation and knowledge of the development of children. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacd.

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Program Outcomes

Child Development major graduates will be able to:

1. Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Describe how family structure and cultural backgrounds influence communication processes in a child's environment;
4. Evaluate the critical role of play in children's learning and development; and
5. Apply their knowledge as an advocate for children, families, childcare and education.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3 credits

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 29 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*

- PSY 104 Child & Adolescent Development (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- *SOC 312 Child, Family & Society (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 332 Child Development (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)
- ECE 354 Assessment & Intervention During Early Childhood (3 credits)
- ECE 355 Understanding Behavior & Family Dynamics (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 351 Play & Learning for the Young Child (3 credits)
- ECE 497 Child Development Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Cognitive Studies

Cognitive Studies is a versatile degree offering which includes the study of the mind, brain, and learning. This is a growing field of study due to technological advances that have allowed us to examine the brain and brain functioning. This degree is an interdisciplinary study with courses in psychology, education, and neuroscience. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obacos.

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student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

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Program Outcomes

Cognitive Studies major graduates will be able to:

1. Apply knowledge of brain functioning to teaching and learning;
2. Examine life span development and the impact of developmental delays;
3. Identify the unique needs of learners with cognitive or developmental delays and programs to address these needs;
4. Identify changes in the child and adult brain over time and the impact on cognitive functioning; and

5. Acquire and apply foundational research skills to a topic of interest in an area of cognitive studies.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 29credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- *PSY 101 Introduction to Psychology (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ESE 370 Learning & the Brain (3 credits)
- EDU 338 Human Development & Learning (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- EDU 411 Reading & Cognition (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 323 Perception, Learning, & Cognition (3 credits) *Prerequisite: PSY 101 or equivalent*
- EDU 416 Intelligence Assessment (3 credits)
- EDU 417 Cognitive Studies Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Early Childhood Education

The Bachelor of Arts in Early Childhood Education major prepares students for a career in education. Upon completion of coursework in childhood development, curricula, and program development, students will be well acquainted with the education industry, be highly trained

in various theories of childhood development, and exhibit advanced instructional skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaeece.

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Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Early Childhood Education major graduates will be able to:

1. Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Design and assessment developmentally appropriate strategies and programs promoting positive development and learning for children;
4. Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
5. Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care settings.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 26 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- ECE 332 Child Development (3 credits)
- *SOC 312 Child, Family & Society (3 credits)
- PED 212 Foundations of Movement & Motor Activities (3 credits)
- ECE 315 Language Development in Young Children (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ECE 335 Children's Literature (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- ECE 405 Children & Families in a Diverse Society (3 credits)
- ECE 430 Early Childhood Education Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Early Childhood Education Administration

The Bachelor of Arts in Early Childhood Education Administration prepares students for a career in early childcare administration. Upon completion of coursework in organizational behavior and management, childhood development, and curricula and program administration, students will be well acquainted with the education industry, be highly trained in various theories of childhood development, and exhibit advanced organizational management skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaecae.

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Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Early Childhood Education Administration major graduates will be able to:

1. Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children;
2. Analyze the influence and impact of families and communities on a child's learning and development;
3. Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children;
4. Apply leadership principles in directing and managing a child care setting;
5. Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings; and
6. Demonstrate knowledge of fiscal, legal, ethical, and program requirements in administering quality child care settings.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *42 credits

Electives: 26 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (42 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- ECE 101 Introduction to Early Childhood Education (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- ECE 332 Child Development (3 credits)
- *SOC 312 Child, Family & Society (3 credits)
- ECE 311 Early Childhood Curriculum & Methods (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ECE 313 Collaboration with Parents & Community (3 credits)
- ECE 312 Administration of Early Childhood Education Programs (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ECE 430 Early Childhood Education Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Education Studies

The Bachelor of Arts in Education Studies program is designed to provide the foundational knowledge and skills needed to understand and work in education in a variety of settings. Although this BA does not provide teacher certification or licensure, the course of study prepares students to work with students in a variety of capacities or to continue their education in a Post-Baccalaureate program to complete their teaching degree requirements. Careers in the field of education or working with students may include any of the following settings: business, public sector, education, childcare, recreation centers, nonprofit organizations, health and human services, counseling, social work, psychology, career services, sociology, and public administration. Education specializations that may be included with this degree include Early Childhood Education, Child Development, Instructional Design, and English Language Learner Studies. For more information about on-time completion rates, the median loan debt of

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Missouri Students: Contact the Missouri Department of Elementary and Secondary Education, Routes to Certification at 573-751-0051 or at <http://dese.mo.gov/eq/cert/routes-to-certification.htm> to verify additional coursework and/or other requirements and how those requirements can be met in Missouri.

Washington Residents: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Outcomes

Education Studies major graduates will be able to:

1. Design effective curriculum, instruction and assessment to meet the needs of diverse learners;
2. Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains;
3. Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs;
4. Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process; and
5. Apply foundational research skills to a topic of interest in an area of education.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

Introduction

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- EDU 304 Introduction to Education (3 credits)

Foundation

- *EDU 324 History of American Education (3 credits)
- *EDU 372 Educational Psychology (3 credits)
- ESE 370 Learning & the Brain (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)

Methodology

- EDU 381 Curriculum & Instructional Design (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)

Literacy

- EDU 371 Phonics-Based Reading & Decoding (3 credits) *Prerequisite: EDU 372*

Technology and Diverse Populations

- EDU 321 Introduction to Serving English Language Learners (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)

Capstone

- EDU 498 Education Studies Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in English Language Learner Studies

The Bachelor of Arts in English Language Learner Studies major focuses on a comprehensive study of the broad application of linguistics in addressing second language learning needs. The program of study is designed around courses that are grounded in the Teachers of English to Speakers of Other Languages (TESOL) standards. This program addresses English Language Development (ELD) as it applies to its five stages for children and adults. The

program focuses on best practices to deliver instruction in research-based four square and sheltered models to address ELD standards that map to national consortiums as well as support the Common Core Standards for K-12 learners. In addition, to prepare those who will address adult ELL populations, a concentration on adult learner models and authentic learning activities is embedded in the program curriculum. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaells.

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

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership

certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

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

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

Program Outcomes

English Language Learner Studies major graduates will be able to:

1. Apply concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of English for English Language Learners;
2. Analyze the influences of culture and diversity as it affects second language learning;
3. Apply knowledge of meta-linguistics in second language development in constructing multiple identities;
4. Describe standards-based practices and strategies for developing and integrating English listening, speaking, reading and writing skills in instructional settings; and
5. Demonstrate knowledge of history, research and current practices in the field of second language acquisition and ELL.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 29 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 3 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*

- EDU 321 Introduction to Serving English Language Learners (3 credits)
- *ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 242 Understanding & Teaching English Language (3 credits)
- ELL 354 Grammar in a Second Language (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)
- ELL 351 Listening & Speaking in a Second Language (3 credits)
- ELL 353 Reading & Writing in a Second Language (3 credits)
- ELL 357 English Language Teaching & Adult Learners (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ELL 497 English Language Learner Studies Capstone (3 credits) *Prerequisite: GEN 499*

*Satisfies General Education requirements.

Bachelor of Arts in Instructional Design

The Bachelor of Arts in Instructional Design program prepares students to design training and instruction for online, place-based, and blended learning environments. Students develop expertise with instructional design theories, practices, and technologies through realistic project-based assessments that ensure preparation for practicing instructional design within corporate, government, military, non-profit, school, university, and consulting contexts. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaid.

Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state

requires a specific type of degree to seek alternative certification, earning an additional degree. None of Ashford's online education programs are CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

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

Program Outcomes

Instructional Design major graduates will be able to:

1. Design instructional and training interventions and assessments for online, place-based, and blended delivery;
2. Apply the results of learning, task, performance, and other analyses to the design of training and instruction;

3. Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions;
4. Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes;
5. Develop plans to manage collaborative processes and participants typically involved in an instructional design project; and
6. Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: 52 credits

Major Course Requirements: 39 credits

Electives: 26 credits

Students must earn a minimum of 30 upper-division credits.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- ESE 370 Learning & the Brain (3 credits)
- EDU 120 Principles of Instructional Design (3 credits)
- EDU 232 Instructional Design for E-Learning (3 credits) *Prerequisite: EDU 120*
- EDU 335 Design Concepts & Application (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 337 Collaboration in the Virtual Classroom (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 356 Emerging Issues in Educational Technology (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 358 Assessment of Student Learning (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 336 Evaluation of E-Learning (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 362 Adult Learning & Instruction (3 credits)
- EDU 431 Advanced Instructional Design (3 credits) *Prerequisites: EDU 120 and 232*

- EDU 433 Project Management for Instructional Design (3 credits) *Prerequisites: EDU 120 and 232*
- EDU 496 Capstone Instructional Design (3 credits) *Prerequisite: GEN 499*

*Satisfies General Education requirements.

Bachelor of Arts in Library Science and Media

Library Science and Media is a growing field. In addition to programming and developing collections, librarians in the 21st century are charged with managing various informational literacies including digital resources. As technology continues to advance and as institutions continue to develop their virtual presence, librarians will play an essential role in supporting research and informational systems. The evolving role of librarians and the training necessary to become 21st century information experts will be explored through coursework in this degree program. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obalsm.

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

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

Program Outcomes

Library Science and Media major graduates will be able to:

1. Apply the concepts and tools of inquiry to create learning environments and experiences to include multiple environments;
2. Evaluate technology tools and applications for effective instructional delivery and research applications;
3. Create learning opportunities that are adapted to diverse learners and cultures;
4. Analyze media, literature and materials for inclusion in specific settings and programs, including multiple modalities; and,
5. Develop research skills and strategies to support accurate, efficient and appropriate information acquisition.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: 52 credits

Major Course Requirements: 33 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division credits.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (33 credits)

- EDU 100 Issues in Education (3 credits) *Prerequisites: GEN 103 and ENG 122*
- EDU 304 Introduction to Education (3 credits)
- EDU 381 Curriculum & Instructional Design (3 credits)
- EDU 382 Meeting the Needs of Diverse Learners (3 credits)
- EDU 352 Foundations of Educational Technology (3 credits)
- EDU 411 Reading & Cognition (3 credits)
- EDU 367 Elementary & Secondary School Media (3 credits)
- EDU 440 Information Literacy (3 credits)
- EDU 441 Research & Analysis Skills (3 credits)
- EDU 443 Literature for Children & Teens (3 credits)
- EDU 495 Library Science & Media Capstone (3 credits) *Prerequisite: GEN 499*

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

Bachelor of Arts in Applied Behavioral Science

The Bachelor of Arts in Applied Behavioral Science is a generalist degree with an interdisciplinary emphasis. Providing a foundation from the social and behavioral sciences, the degree program teaches students to utilize critical thinking to understand behavior and solve societal problems at the individual, family, and community level. An interdisciplinary approach is utilized to assist students in developing an overview of the diversity of societal problems, and the interdisciplinary framework for solutions. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obaabs.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not

guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Program Outcomes

Applied Behavioral Science major graduates will be able to:

1. Analyze major concepts, theoretical perspectives, and empirical findings to solve complex problems in the field of study;
2. Compose effective communications in a variety of formats for assessment, evaluation, and/or intervention purposes;
3. Apply the principles of the scientific method to assessment, evaluation, and intervention at intrapersonal and interpersonal levels;
4. Explain the value of empirical evidence, acting ethically, and acknowledging and respecting human diversity; and
5. Utilize the scientific approach to address practical problems related to the cognition, affect, and behavior of individuals in social contexts.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *39 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (39 credits)

- *PSY 101 Introduction to Psychology (3 credits)
- ABS 200 Introduction to Applied Behavioral Sciences (3 credits)
- SOC 203 Social Problems (3 credits)
- COM 321 Communication Theory (3 credits)

- PSY 304 Lifespan Development (3 credits) *Prerequisite: PSY 101 or equivalent*
- PSY 301 Social Psychology (3 credits) *Prerequisite: PSY 101 or equivalent*
- *SOC 320 Public Policy & Social Services (3 credits)
- ^PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- ABS 300 Psychological Assessment (3 credits)
- PSY 352 Cognitive Psychology (3 credits) *Prerequisite: PSY 101 and ABS 311*
- SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- ABS 497 Applied Behavioral Sciences Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Bachelor of Arts in Complementary and Alternative Health

This degree provides students the opportunity to study the history and delivery of major non-allopathic health systems including but not limited to the following: Chinese Medicine, Ayurveda, Homeopathy, Naturopathic Medicine, Biofeedback, Herbal Medicines, Chiropractic Medicine, Acupuncture, Hypnosis, Acupressure, Reiki, Reflexology, Energy Systems, and Transpersonal Health such as meditation, hypnosis, and prayer. Students analyze complementary and alternative health studies as well as identify usage trends, and integration into health services and disease management from multi-cultural perspectives. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit

www.ashford.edu/pd/obacah.

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

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

Program Outcomes

Complementary and Alternative Health major graduates will be able to:

1. Explore the history and practice of non-allopathic health systems;
2. Examine cultural influences as related to complementary and alternative health practices;
3. Analyze complementary and alternative health usage trends;
4. Differentiate major complementary and alternative health systems;
5. Examine complementary and alternative health practices integrated into U.S. health care delivery;
6. Analyze research in complementary and alternative health; and
7. Examine components of holistic health care service and delivery.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *ANT 101 Introduction to Cultural Anthropology (3 credits)
- HWE 200 Introduction to Health & Wellness (3 credits)
- HCS 326 Holistic Health (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HCS 321 Foundations of Complementary & Alternative Health (3 credits)
- *SOC 313 Social Implications of Medical Issues (3 credits) *Prerequisites: PSY 101 and SOC 101 or equivalents*

- HCS 339 Introduction to Western Herbalism; Basic Doctrine, Energetics and Classifications (3 credits)
Prerequisites: HCS 321 and HCS 326
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HCS 435 Spirituality, Health, & Healing (3 credits)
- HPR 460 Analysis of Health Research (3 credits)
- HCS 495 Complementary & Alternative Health Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Gerontology

This degree provides a foundation of the biological, psychological, social, spiritual, and developmental aspects of aging and longevity. A multidisciplinary perspective promotes student exploration of the needs and influences of the growing population of senior citizens, and their impact on multiple aspects of society. Multiculturalism, social, and ethical issues of aging and longevity are explored within the multidisciplinary context of the major. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obag.

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

Program Outcomes

Gerontology major graduates will be able to:

1. Examine interdisciplinary aspects of aging;
2. Analyze social policy and the aging continuum;
3. Examine legal, ethical, and financial factors influencing aging independence;
4. Examine social support service models for the aging;
5. Analyze multicultural perspectives on aging;
6. Analyze the mental, physical, social, spiritual, and developmental aspects of aging;

7. Analyze contemporary theory and research in gerontology;
8. Analyze the aging population demographics relative to the impact on society past, present, and future; and
9. Examine emerging service delivery models for the aging.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 41 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 12 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- *SOC 322 Sociological Aspects of Adulthood (3 credits)
- GRO 200 Introduction to Gerontology (3 credits)
- GRO 202 Psychology of Aging (3 credits)
- GRO 325 Aging & Health (3 credits)
- *GRO 330 Social Policy & Aging (3 credits)
- GRO 338 Mental Well-Being & Aging (3 credits)
- *SOC 326 Diversity & Aging (3 credits)
- GRO 410 Death & Dying (3 credits)
- *GRO 440 Ethics & Legal Aspects of Aging (3 credits)
- HCA 442 Contemporary Issues in Aging (3 credits)
- PSY 326 Research Methods (3 credits)
- GRO 497 Gerontology Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Health and Human Services

The Bachelor of Arts in Health and Human Services is an interdisciplinary degree program preparing students to work in diverse entry level positions in health and human services. Emphasis of the major is on the delivery of health and human services to diverse populations, in the context of the current and emerging political, socioeconomic,

psychosocial, and regulatory environment. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit

www.ashford.edu/pd/obahhs.

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

Program Outcomes

Health and Human Services major graduates will be able to:

1. Analyze health and human services delivery from political, socioeconomic, and psychosocial perspectives;
2. Evaluate social and human delivery systems at the individual, family, group, organization, and community levels;
3. Analyze social problems within the context of health care environments;
4. Evaluate ethical issues and challenges inherent in the provision of health and human services, and service provision;
5. Analyze human behaviors within the health and human services context;
6. Evaluate health and human services issues, challenges, and interventions;
7. Discuss the provision of health and human services from multi-cultural perspectives; and
8. Identify effective communication components and strategies with diverse health and human services constituents.

Program Requirements

Total number of credits required: 120 credits

Introductory Course Requirement: 3

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 38 credits

Students must earn a minimum of 30 upper-division credits.

*In this program, 9 credits from the major may also satisfy General Education requirements.

Introductory Course Requirement (3 credits)

- EXP 105 Personal Dimensions of Education (3 credits)

Major Course Requirements (36 credits)

- HHS 201 Introduction to Human Services (3 credits)
- *HHS 207 Communication Skills for Health & Human Service Personnel (3 credits)
- HHS 310 Health & Human Services Culture: The Helping Relationship (3 credits)
- HCA 205 Introduction to Health Care (3 credits)
- *SOC 313 Social Implications of Medical Issues (3 credits) *Prerequisites: PSY 101 and SOC 101 or equivalents*
- HCA 415 Community & Public Health (3 credits)
- *HHS 320 Cultural Awareness in the Human Services (3 credits)
- HCA 430 Special Populations (3 credits)
- HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
- HIM 301 Introduction to Health Informatics
- HHS 460 Research Methods in Health & Human Services (3 credits)
- HHS 497 Health & Human Services Capstone (3 credits) *Prerequisite: GEN 499*

* Satisfies General Education requirements.

Bachelor of Arts in Health and Wellness

This degree explores the dimensions of health and wellness and their relationship to health status and disease and injury prevention. Through a holistic wellness perspective, students study the implications of positive and negative health practices impacting physical, social, occupational, emotional, intellectual, spiritual, and environmental health. Students examine major health risks and diseases affecting contemporary society, and explore the principal ways to promote health and wellness through lifestyle and behavioral change throughout the lifespan. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obahw.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or