

COURSE DESCRIPTIONS

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

REL Religious Studies

REL 100 Introduction to Theology 3 Credits

This course is divided into two parts. The first part explores the fundamental issues in Christian theology: tradition, story/

myth, revelation and faith, and the role of Sacred Scripture in the formation of community and doctrine. The second part explores how Christians ought to respond in the moral-spiritual life because of their faith in Jesus Christ. F Offered on-campus.

REL 101/301 Person & Faith 3 Credits
This course explores the individual and social aspects of the religious experience. Various approaches to individual and social life and cultural analysis, including the concept of worldview, will be discussed. Important aspects of distinct approaches, religious and non-religious, will be considered. Students will also investigate how religious viewpoints and experiences may be expressed in contemporary society. F/S Offered on-campus.

REL 107 Introduction to Sacred Scripture 3 Credits
This course introduces Hebrew and Christian Scripture and explores their historical, literary, and theological aspects. Incorporated into the course is some modern critical analysis, surfacing biblical themes and tracing the faith development of the Israelites and the followers of Christ. F or S Offered on-campus.

REL 113 Comparative Religions 3 Credits
Comparative Religions is an introduction to five of the world's major religious movements. This course deals substantially with the cultural, social, religious, and spiritual foundations of each religion as well as contemporary ritual celebration. The focus of study is Judaism, Islam, Hinduism, Early Christianity, Orthodoxy and Roman Catholicism, and Buddhism. Offered on-campus.

REL 114 Comparative Religions II 3 Credits
This course will survey a number of religious traditions of the world beyond those covered in REL 113 Comparative Religions. These would include indigenous religions, Jainism and Sikhism from India, Taoism and Confucianism from China, Shinto, Zoroastrianism, Baha'i, and newer religious movements. Course discussion will also include the effects of globalization on these religious groups. Offered on-campus.

REL 125/325 Christianity 3 Credits
This course is intended to provide the student with an overview of Christianity. Students will discuss the importance of the beliefs and ethics common to most Christians and also the distinctive beliefs and history of some of the major Christian groups. The place of Christianity in the development and life of contemporary society will be analyzed. Offered on-campus.

REL 130 Quest for Judaic-Christian Values 3 Credits
This course investigates values offered to the world from the writings, history, major ideas, and practices of Judaism and Christianity. Although there are no absolute answers to moral problems, there are absolute values. A value is not an answer, but it is that which can lead to an answer. Examples of absolute values are life, intelligence, dignity, freedom, courage, sociality, love, hope, justice, and peace. Satisfies General Education requirement to complete a three-credit course with significant Franciscan content. F or S Offered on-campus.

REL 203/303 Contemporary Human Problems 3 Credits
The course is an exploration and comparison of the ethical approaches of religions. It aims at expanding awareness of the causes of current problems and conflicts that challenge individuals and society today, and the response of different religions to these issues. Students will have the opportunity to develop their ability to make creative and responsible moral decisions. Consideration of solutions is based on choices that will promote greater life, fuller growth of persons, and deeper personal relationships and show concern for the future human community. F/S Offered on-campus.

REL 250 Judeo-Christian Thought 3 Credits
This course provides an overview of the literary, historical, and religious dimensions of the Old and New Testaments and their dominant themes, including redemption, justice, righteousness, reconciliation, and hope. An examination of Judeo-Christian thought in relation to contemporary life issues and individual purpose identified in related readings. Offered on-campus.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

SCI Science

SCI 201 Physical Geology 4 Credits
Current scientific understanding of how the earth functions is the focus of SCI 201. Various patterns from the earth's history are analyzed in order to develop an understanding of geological terms, concepts and processes. Offered on-campus.

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. Offered online.

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. Offered online and on-campus.

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. Offered online.

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. Offered online and on-campus.

SOC 205 Social Theory 3 Credits
Social theory refers to efforts to understand and illuminate the nature of social life. As such, social theory is not only the domain of sociologists. Contributors to social theory include economists, philosophers, psychologists, historians, activists, dramatists, essayists, poets, and novelists. Moreover, ordinary folks like us also theorize about social life. Social theories are crucial for helping us as individuals make sense of our daily lives, and they are essential to understanding new research, social practices and institutions. With the long-term aim of helping us better understand our lives and the world we live in, we will study what sociological theorists,

have to say about the social world. The course covers key theorists such as Marx, Durkheim, Weber, Bourdieu and Foucault, Du Bois, Butler and Bauman and their seminal works, as well as the key social thought movements of Capitalism, Modernity, Alternative Knowledge, Self and Society. Offered online.

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. Offered online and on-campus.

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. Offered online and on-campus.

SOC 307 Gender & Sexuality 3 Credits
This course is an introduction to gender and sexuality studies from a sociological perspective. Its primary focus is critical perspectives on the social construction of gender and sexuality, inequalities on the basis of gender and sexuality, activism around issues of gender and sexuality, and how gender and sexuality shape and are shaped by other systems of inequality such as race, ethnicity, class, culture, and age. Also covered are key sociological discourses in the areas of feminism, masculinities, and queer theory. Offered online.

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. Offered online and on-campus.

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. Offered online and on-campus.

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. Offered online and on-campus.

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. Offered online and on-campus.

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 Offered online and on-campus.

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. Offered online and on-campus.

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. Offered online.

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. Offered online.

SOC 330 Social Justice & Society 3 Credits
An interdisciplinary investigation of the concept of social justice. The course will incorporate major themes of social teachings such as life and dignity of the human person, call to family, community and participation, rights and responsibilities, options for the poor and vulnerable, the dignity and right of workers, solidarity, and care for the environment. Offered on-campus.

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. Offered on-campus.

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. Offered online.

**SOC 340 Managing in Health & Human Services:
An Interdisciplinary Approach** 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 relationships, managing finances, program evaluation, leadership theories, and team organization are discussed. Assessment of course objectives will be conducted through paper/pencil tests, small-group activities, class participation, and a comprehensive management project. Prerequisite: SOC 101. (Cross-listed as HCA 340.) F or S Offered on-campus.

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. Offered online.

SOC 421 Human Services Practicum 3 Credits
Students apply the skills and knowledge developed from their study of human services in a work environment. Course requires 150 hours of supervised, unremunerated work in an approved institution or agency. Prerequisites: Approval of a faculty supervisor; cumulative grade point average of 2.75 in courses required for the Human Services concentration, and senior standing. F/S Offered on-campus.

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. Offered online and on-campus.

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. Offered online and on-campus.

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. Offered online and on-campus.

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. Additional technology

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requirements are necessary for this course when taken online. F/S
Offered online and on-campus.

SPE 107 Introduction to Speech

& Hearing Disorders 3 Credits
This course is designed to acquaint the student with the nature, symptoms, causes, effects, and treatment of speech and hearing problems. Students observe speech and hearing pathologists in a clinical setting. (Not offered every year.) S Offered on-campus.

SPE 301 Oral Interpretation

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

SPE 315 Business & Professional Speaking

3 Credits
An analysis of communication theory applied to the organizational setting with practical experience in several forms of oral communication found in the business and professional worlds: interviewing, group discussions, conflict resolution, informative and persuasive speaking, impromptu speaking, and special occasion speeches. Prerequisite: SPE 103 or permission of the instructor. S Offered on-campus.

SPE 328 Speech & Civic Leadership

3 Credits
This course introduces students to advanced study of speech in the public sphere. Students will read about, examine, discuss and use rhetorical theories and practices that address civic life in history and from the present. During the class, students will compose rhetorical criticism of public speech, as well as prepare and present speeches designed for different publics. Prerequisite: SPE 103 or permission of the instructor. Offered on-campus.

SRM Sports and Recreation Management

SRM 210 Introduction to History of Recreation & Sport

3 Credits
This course examines the history, philosophy, and principles of recreation and sport. Themes will include the relationship of recreation and sport to society, orientation of the student to the profession, and trends within the field. Students will examine specific problems in recreation and sport as related to professional improvement and growth. Prerequisite: Sophomore standing. S Offered on-campus.

SRM 244 Sport & Recreation Management Practicum

1 Credit
Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 50 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Sophomore or Junior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

SRM 311 Sport Law 3 Credits
This course explores the legal structure of, and issues surrounding, amateur and professional sports leagues and associations. Included will be an examination of tort issues, risk management, sports agency, contract law, collective bargaining, gender issues, intellectual property, and antitrust law. Offered online and on-campus.

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. Offered online and on-campus.

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. Offered online and on-campus.

SRM 344 Sport & Recreation Management Practicum

2 Credits
Prospective Sports and Recreation Management majors function under the tutelage of professionals in sports and recreation management and other related entities. Students complete 100 hours in a professional work environment, provide evidence of learning through a written journal, and keep an up-to-date time sheet. Prerequisite: Sophomore or junior standing with cumulative GPA of 2.7 and permission of the supervising faculty member. Offered on-campus.

SRM 350 Organization & Administration of Sport and Athletics

3 Credits
A study of administrative duties, leadership responsibilities, and issues facing sport and athletic administrators. Students will take an in-depth look at organizing and planning in sport organizations. An emphasis will be placed on understanding the various agencies that govern sport. The qualifications of staff positions will be addressed; other issues include policy development, budgeting, finance, liability, ethics, and office management. Prerequisite: Junior standing. F Offered on-campus.

SRM 352 Administration of Athletic & Recreation Facilities

3 Credits
A look at various methods of administration of athletic and recreational facilities. The legal issues will be addressed, and students will examine the concepts of marketing, public relations, communication, and the economics of sport. A practical look at the purchase, care, and maintenance of equipment is included. Prerequisite: Junior standing. S Offered on-campus.

SRM 401 Sport Finance 3 Credits
The course examines the economic and financial environment in which the sport industry operates, with emphasis on financial decision-making, financial management, and current financial trends. The content identifies key stakeholders and their

various interests in the financial success of sport operations and organizations. The students will explore sources of funding and revenue generation, financial controls and reporting, budgets, and the relationship between management principles and financial performance. Prerequisite: ACC 205. Offered online and on-campus.

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. Offered online and on-campus.

SRM 420 Internship in Sport & Recreation Management 3 Credits
Students complete a minimum of 150 hours of internship activity; responsibilities will include the development of a portfolio reflective of management and administrative skills in a professional setting. In addition to the portfolio, students complete an approved project that benefits the internship site. Prerequisites: Senior standing, PED 350 or PED352, approval of the University Supervisor, 2.7 Cumulative GPA. Offered on-campus.

SRM 450 Sport & Recreation Management Seminar 15 Credits
Students will complete 450 hours during the internship semester. A portfolio with artifacts depicting knowledge and application of skills in: Management, Organizational Behavior, Marketing, Media Presentation, Fiscal Operation, and Facility Administration will be the primary assessment of outcome for students. Prerequisites: Senior standing, PED 350 or 352, approval of University Supervisor, and 2.7 Cumulative GPA. Offered on-campus.

SRV Service Management

SRV 201-208 Service Learning 1 Credit
This course allows the student to develop and organize a service-learning project with a community service agency, providing an opportunity during the collegiate experience to learn about and address community needs. This course helps the student develop critical thinking, problem-solving, and reflective skills, and strives to increase the student's understanding of community and societal needs. The student completes 50 hours of volunteer service during the semester and participates in meetings with instructor for reflection of experiences. Prerequisite: 12 semester hours on Ashford Campus unless otherwise approved by Office of Service and Leadership. Offered on-campus.

SRV 220 Service Learning: Values & Actions 3 Credits
This is a course that, by building on learning through service to an area of community need, will offer an opportunity to explore our own assumptions, values, questions, and beliefs. As the service component we will each find community projects where we can serve—and learn—within our local community (40 hours). At class meetings we will share our experiences and any questions or insights they are raising for us. These discussions will be enhanced by course readings, films, and class projects. Prerequisite: 12 semester hours on Ashford Campus unless otherwise approved by Office of Service and Leadership. Offered on-campus.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

SRV 423 Food & Beverage Control 3 Credits
This course is a study of the systems and techniques appropriate to

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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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

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. Offered online.

SSC Social Science

SSC 101 Introduction to Social Science 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. Offered online.

SVC Service

SVC 205 Leadership Practicum 2 Credits

Leadership SVC 205 is an innovative service learning experience that incorporates Franciscan values and leadership skills in theory and practice. Course content includes topics such as accountability, character building, diversity and inclusivity, effective communication, empowerment, healthy choices, response-ability, teamwork, and time management. Prerequisites: Must be/ becoming an active member in a club, organization, or recognized

sport at the University and must be at least a sophomore. Offered on-campus.

SVC 305 Leadership Practicum 2 Credits

Leadership SVC 305 is a two-part practicum that provides not only hands-on experience in chairing sub-committees, conducting meetings, planning and facilitating small- and large-group activities and coordinating service projects but also the practice of critiquing/ evaluating the experience. Course content includes topics such as conflict resolution, personal and professional integrity, positive role modeling, and team dynamics. Prerequisites: Must successfully complete SVC 205 level course and continue active participation in a club, organization, or recognized sport. Students must have a minimum of a 2.5 cumulative GPA. Offered on-campus.

XXX Special Topics

Subject code of course will vary based on department offering the special topic course.

XXX 209 Special Topics 1-3 Credits

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

XXX 309 Special Topics 1-3 Credits

Course description is the same as for 209. If the course is taken as 309, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the University Provost. Offered on-campus.

XXX 409 Special Topics 1-3 Credits

Course description is the same as for 209. If the course is taken as 409, upper-division course guidelines will be followed. Prerequisites: Written permission of the instructor and the University Provost. Offered on-campus.

XXX 509 Special Topics 1-3 Credits

A graduate level course on a topic selected by an Ashford University faculty member and approved by the University Provost. May be repeated with a change of subject matter. Prerequisite: Graduate standing (i.e., possession of a bachelor's degree). Offered on-campus.

SECTION TEN

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. Richard Pattenaude

Dr. Richard L. Pattenaude is the President of Ashford University. His experience in higher education spans 40 years in various leadership roles. From 2007 to 2012, he served as Chancellor of the University of Maine System, after serving for 16 years as President of the University of Southern Maine. Dr. Pattenaude also served for five years as Vice President for Academic Affairs at Central Connecticut State University, for five years as Associate Vice President for Academic Affairs at the State University of New York at Binghamton, and for six years as a member of the Political Science Faculty and the Associate

Dean of Arts and Sciences at Drake University in Des Moines, Iowa. Dr. Pattenaude is actively involved in numerous community organizations. He currently serves on the Boards of Maine Health, the Alford College Scholarship Challenge, and Lee Auto Malls. Dr. Pattenaude was Chair of the Commission on Institutions of Higher Education for the New England Association of Schools and Colleges (NEASC), the regional accrediting entity. He earned his Bachelor's degree in economics at California's San Jose State University and his PhD in political science at the University of Colorado. His areas of expertise and publishing include American government, university leadership, public administration, and organizational theory. Dr. Pattenaude is a Vietnam veteran.

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. Randy Ward

Dr. Randolph E. Ward was hired as San Diego County Superintendent of Schools on June 29, 2006, and began his official duties in the new position on August 14 of that year. Under his leadership the San Diego County Office of Education completed its first formal Strategic Plan, working with leaders throughout the county to craft the plan. Dr. Ward and his staff coordinated the

local education community's response to the San Diego County wildfires of 2007, and worked closely with County Health officials and local schools in response to the H1N1 pandemic in 2009. Dr. Ward serves on several local boards of directors, including the Commission on Gang Prevention and Intervention, the San Diego Regional Economic Development Council, the USS Midway Education Museum, the Workforce Investment Board, Junior Achievement, and the Financial Crisis Management Assistance Team.

Ashford University Administration

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Enrollment Services

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Faculty

Any updates to Ashford Faculty are presented on the Ashford University website. Please visit www.ashford.edu/community/faculty.htm for the most up-to-date faculty biographies.

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