Catalog Supplement
2014-2015

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Undergraduate Students Using Military Tuition Assistance Refund Policy

Effective August 20, 2014
Correction, Published December 30, 2014

The Undergraduate Students Using Military Tuition Assistance policy applies to undergraduate students using military Tuition Assistance for an online course. Military Tuition Assistance users will have tuition refunded according to this policy unless the student resides in a state where that state's tuition policy is more favorable to the student.

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

If Student Drops or Withdraws on	**Refund Percentage for 5-week Courses***
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%
Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%
Day 19	46%
Day 20	43%
Day 21+	*0%*

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

**When the drop meets the requirements detailed under *Military Deployment Provisions*, students may withdraw from any current course and receive a 100% tuition credit.

California State Refund Policy

Effective for all courses starting on or after November 4, 2014

The California State Refund Policy applies to residents of California who are taking courses in the online modality.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%
Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%
Day 19	46%
Day 20	43%
Day 21	40%
Day 22+	0%

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

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

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

Schedule of Charges

Published on October 31, 2014
Tuition Update, Effective April 1, 2015
Addition of New Programs, Effective May 15, 2015

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

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

Program Name	**Period of Attendance**	**Entire Educational Program**
AA in Early Childhood Education (67 credits)	$5,760	$32,260
AA in Military Studies (64 credits)	$5,760	$30,820
All Bachelor's Programs (120 credits)	$5,760	$57,750
Master of Accountancy (48 credits)	$6,195	$33,190
MA in Education (39 credits*)	$5,610	$24,460
MA in Health Care Administration (36 credits)	$6,195	$24,930
MA in Organizational Management (33 credits)	$6,195	$22,865
MA in Psychology (36 credits)	$5,610	$22,590
MA in Teaching and Learning with Technology (30 credits)	$5,610	$18,850
Master of Science in Criminal Justice (39 credits)	$6,195	$26,995
Master of Business Administration (42 credits)	$6,195	$29,060
Master of Public Administration (36 credits)	$6,195	$24,930

*The Master of Arts in Education program is based off the 15 credit Curriculum and Instruction specialization.

Tuition Update

Effective April 1, 2015
Effective May 15, 2015 (tuition for new programs)

Clinton Campus Programs Tuition & Fees (2015-2016 Academic Year)

Full-time per semester (12 to 18 credits)	$8,540.00
Part-time (11 credits or less) or in excess of 18 credits (per credit)	$497.00
Per credit for audit, senior citizens (age 60 and over) and high school students (not enrolled in the State of Iowa's Post-Secondary Enrollment Option)	$250.00
Room and Board (19 meals per week) per semester (non-refundable)	$3,260.00
Technology fee per semester (non-refundable)	$217.00
Activity fee per semester (non-refundable)	$83.00

Please see current Catalog for all other applicable Clinton Campus program tuition & fees.

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

Tuition per credit:

100- to 400-level Courses	$430.00

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

Tuition per credit:

Master of Accountancy	$625.00
Master of Arts in Education	$560.00
Master of Arts in Health Care Administration	$625.00
Master of Arts in Organizational Management	$625.00
Master of Arts in Psychology	$560.00
Master of Arts in Teaching and Learning with Technology	$560.00
Master of Science in Criminal Justice	$625.00
Master of Business Administration	$625.00
Master of Public Administration	$625.00

Ashford University Military Grant
Effective April 1, 2015
Grants are applicable to courses for which tuition is in excess of $250 per credit hour. For courses with tuition of $430 per credit hour, the grant is $180 per credit hour. In addition, this grant also covers the Sales Tax, Technology Fees, and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. [see current Catalog for full entry under this heading.]

Master of Accountancy

Effective May 15, 2015

Degree Focus

The Master of Accountancy program focuses on preparing students for professional careers in accounting. The graduate program develops technical knowledge and application skills as well as enhances students' analytical, communication, and decision-making skills. The Master of Accountancy helps prepare students for careers in public, corporate, and non-business accounting positions. This graduate degree offers innovative, high-quality learning opportunities for the corporate, governmental, and not-for profit segments of the marketplace. Students may select one of many specializations to focus study areas. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omacc.

Special Terms and Conditions: Successful completion of this program by itself does not qualify a student to sit for the Certified Public Accountant (CPA) examination. All prospective students should contact individual state boards of accounting for additional information relating to licensure requirements prior to enrolling. These requirements include, but are not limited to, education and work experience and any potential restrictions, such as age minimums or prior criminal convictions. A list of state accounting boards is available here: www.nasba.org/stateboards. Students seeking licensure or certification in a particular profession should carefully research the requirements prior to enrollment. Requirements vary by state. Prospective students also should regularly review the state's policies and procedures relating to licensure as those policies are subject to change. Ashford University does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification and graduates may have to complete additional coursework to be eligible to sit for certain professional certification exams.

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

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

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

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

Texas Residents: Prospective students who wish to sit for the Certified Public Accountant (CPA) examination in the State of Texas should be aware that the state requires 15 credits of traditional face-to-face classroom education in order to qualify to

sit for the CPA examination. Any online coursework completed at Ashford University will not meet the traditional face-to-face classroom education requirement.

Program Outcomes
Master of Accountancy graduates will be able to:

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

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

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

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

Core Requirements (39 credits)

- BUS 600 Management Communications with Technology (3 credits)
- BUS 607 Business Law for the Accountant (3 credits)
- ECO 610 Global Economics (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)
- *MAT 540 Statistical Concepts for Research (3 credits)
- *BUS 590 General Cost Accounting (3 credits)
- ACC 640 Advanced Managerial & Cost Accounting (3 credits)
- ACC 610 Advanced Federal Taxation (3 credits)
- ACC 614 Auditing & Fraud Detection (3 credits)
- ACC 618 Professional Ethics for the Accountant (3 credits)
- ACC 622 Accounting Information Systems (3 credits)
- ACC 626 Accounting in a Global Environment (3 credits)
- ACC 630 Advanced Government & Non-Profit Accounting (3 credits)

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

Specialization Requirements (9 credits)

Accounting Specialization

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

Accounting Information Systems Specialization

- ACC 623 Advanced Topics in Excel & Access (3 credits)
- ACC 624 Current Issues in Accounting Information Systems (3 credits)
- ACC 698 Accounting Information Systems Capstone (3 credits)

Audit Specialization

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

Tax Specialization

- ACC 611 Advanced Tax Research (3 credits)
- ACC 615 Current Issues in Advanced Taxation (3 credits)
- ACC 696 Tax Capstone (3 credits)

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

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

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

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

Master of Arts in Psychology

Effective May 15, 2015

Degree Focus
The Master of Arts in Psychology program guides students though an in-depth exploration of the discipline. At the core of the program is the "generalist model," a conceptual framework emphasizing an understanding of the processes that underlie human experience and behavior, as well as core knowledge, theories, and research in the field of psychology. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omapsy.

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

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

Program Outcomes
Master of Arts in Psychology graduates will be able to:

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

Core Requirements (36 credits)

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

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

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

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

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

Master of Science in Criminal Justice

Effective May 15, 2015

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

The Master of Science in Criminal Justice program develops students' knowledge and skills in the areas of criminal law, criminal justice, forensics and crime scene investigations, cybercrime and technology, management, constitutional processes, ethics, victimology, comparisons of criminal justice systems, and other current and related topics. The Master of Science in Criminal Justice program also provides students with an understanding of social problems and social responsibility perspectives. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omscj.

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

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

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

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

Program-Specific Requirements
Master of Science in Criminal Justice students who submit official transcripts indicating that they have successfully completed undergraduate coursework in criminal justice, criminal law and constitutional law with a grade of C or higher will be exempt from

the requirement to take CRJ 501 Criminal Justice, Criminal Law & the Constitution. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

Core Requirements (30 credits)

- *CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)
- CRJ 514 Constitutional & Judicial Processes (3 credits)
- CRJ 520 Research Methods in Criminal Justice (3 credits)
- CRJ 522 Psychological Factors in Criminal Justice (3 credits)
- CRJ 524 Ethics in Criminal Justice (3 credits)
- CRJ 613 Comparative Criminal Justice Systems (3 credits)
- CRJ 615 Victimology (3 credits)
- CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice (3 credits)

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

Specialization Requirements (9 credits)

Cybercrime & Technology Specialization

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

Forensic Science Specialization

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

Homeland Security Specialization

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

Law Enforcement & Corrections Administration Specialization

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

Graduation Requirements

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

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

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

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

payment of any outstanding balances with the University.

Course Descriptions

(new or revised only)

Please see the Course Descriptions section in the Online Catalog for course descriptions not listed below.

ACC 610 Advanced Federal Taxation (3 credits)
This course is an introduction to federal taxation for entities other than individuals. Topics include structure, regulations, administration and compliance of federal taxation in the U.S. from the perspective of corporations, partnerships, S corporations, trusts and estates. Offered online.

ACC 611 Advanced Tax Research (3 credits)
This course is designed with an emphasis on developing research skills related to complex tax issues. The focus is on interpretation of tax law and finding support for various positions on difficult tax issues related to a variety of business, personal and estate tax issues. Offered online.

ACC 612 Advanced Financial Accounting (3 credits)
This course expands on the basic financial reporting concept with a focus on business combination reporting for corporations and partnerships, foreign currency transaction reporting and financial statement translation, and financial statement note disclosure. Offered online.

ACC 614 Auditing & Fraud Detection (3 credits)
This course will cover the components of the auditing process with a strong emphasis on planning, risk assessment and gathering audit evidence. The course will provide a foundation in the fundamentals of assurance, attestation and auditing. Offered online.

ACC 615 Current Issues in Advanced Taxation (3 credits)
This course is designed to focus on selected taxation issues relevant to today's economic climate. Topics will vary based on changing tax law and current political climate with an emphasis on interpretation of new tax regulations and pronouncements. Offered online.

ACC 616 Forensic Accounting (3 credits)
This course will cover the basic concepts of forensic accounting including identifying, detecting, and preventing fraud. There will be an emphasis on investigating documentary evidence, interviewing witnesses and potential suspects, writing investigative reports and testifying to findings. Offered online.

ACC 617 Current Issues in Advanced Auditing (3 credits)
This course will examine current and advanced issues affecting the auditing profession. Topics will include the study of audit risk, corporate governance, audit planning and execution, special reports and assurance engagements. Offered online.

ACC 618 Professional Ethics for the Accountant (3 credits)
This course will provide an understanding of the ethics and code of professional conduct provided by the American Institute of Certified Public Accountants (AICPA). In addition, ethic guidelines and codes of conduct endorsed by other professional accounting organizations such as the Institute of Managerial Accountants will be introduced. Offered online.

ACC 622 Accounting Information Systems (3 credits)
This course will include a review of accounting information systems application controls and internal control. Topics include hardware and software concepts, application internal controls, internal control procedures, integrated audit software, generalized general ledger software, Sarbanes-Oxley (SOX) internal control requirements and required company and audit documentation. Offered online.

ACC 623 Advanced Topics in Excel & Access (3 credits)
This course utilizes the Microsoft Access database management system and Excel spreadsheet tools to build the accounting system elements for each of the four main transaction cycles: revenue, purchase, payroll, and production. Access topics include creating and maintaining tables; designing, maintaining and querying a database; creating forms and reports; and using VBA procedures on a database. Excel topics include the use of functions and formulas of Excel with emphasis on accounting as a financial analysis tool. Offered online.

ACC 624 Current Issues in Accounting Information Systems (3 credits)
This advanced course provides an in-depth study of Accounting Information System concepts including business intelligence solutions, computerized accounting, enterprise resource planning, information technology strategy, data integrity, security techniques, user interface design, and internal controls. Emphasis is placed on understanding how accounting information systems can ensure the accuracy and reliability of financial information and aid in the decision-making process of an organization. Offered online.

ACC 626 Accounting in a Global Environment (3 credits)
This course will include the study of an entity reported as either a multinational company or an entity whose reporting obligations to stakeholders are located in a country other than that of the reporting entity. Conceptual and practical applications of accounting are investigated from a global perspective. Special emphasis is placed on managing multinational enterprises with respect to how accounting applies to global strategies and the key accounting issues that influence multinational decision making. In addition, a detailed investigation on the convergence of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) are covered in this course. Also discussed are the effects of financial reporting, international taxation, and international financial statement analysis on a multinational reporting entity. Offered online.

ACC 630 Advanced Government and Non-Profit Accounting (3 credits)
This course introduces specialized accounting principles applicable to state and local governments and other non-profit organizations. Emphasis will be on fund accounting and students will gain an understanding of the differences between private and public sector accounting. Offered online.

ACC 640 Advanced Managerial & Cost Accounting (3 credits)
This course explores advanced managerial and cost accounting topics as they relate to problem solving skills for managers. Topics include activity based costing, activity based management, cost of quality, theory of constraints related to capacity planning and new emerging practices that support management decision making. Offered online.

ACC 695 Accounting Capstone (3 credits)
This course is designed to bring together knowledge gained from the previous program courses and allow the student to demonstrate how the various components of an accounting system work together. Broadly the course encompasses complex accounting concepts, financial statement reporting, taxes, risks, information systems, auditing, business law, and ethics. Offered online.

ACC 696 Tax Capstone (3 credits)
This Capstone course will integrate the knowledge learned from prior courses using comprehensive business/individual taxation problems. The course will examine principles and policies that underlie the tax systems and rules. Students will research complicated tax issues involving a variety of tax topics, including businesses, financial tax planning, estates and wills. The culmination of the course involves a complex comprehensive tax research case. Offered online.

ACC 697 Audit Capstone (3 credits)
This course is designed to bring together knowledge

gained from the previous program courses. Broadly the course emphasizes complex auditing concepts and will also encompass accounting concepts, financial statement reporting, taxes, risks, information systems, business law, and ethics. Offered online.

ACC 698 Accounting Information Systems Capstone (3 credits)
This course requires students to use all of the skills and knowledge gained during completion of the program by applying them to contemporary information systems issues and problems facing the profession. Students will be required to apply accounting information systems to complex areas of accounting and taxation. The course emphasizes both the practical and ethical issues of the practice of accounting. Offered online.

ANT 202 Human Origins & Prehistory (4 credits)
This course will introduce students to the anthropological study of human evolution and prehistory. Students will be introduced to the theory of natural selection and to humanity as a member of the primate order. Topics covered will be the human ancestors, the Neolithic revolution, and how humans both differ and are similar to other primates. Offered online.

ANT 347 Urban Anthropology (3 credits)
This course is an introduction to urban anthropology, with an emphasis on rural-urban migrations, adjustment and assimilation of urban migrants, urban kinship and family structure, poverty culture, rural-urban typologies, and the application of anthropological methods to the study of urban societies. Prerequisite: ANT 340 or *SOC 315*. Offered online.

ART 111 Survey of Modern Art (3 credits)
This course will be an alternative to and a continuation of Art Appreciation focusing on European and American art of the late 19th through 20th centuries. The course will examine the social, cultural, and political developments of the period in relation to movements in art including impressionism, Cubism, Fauvism, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Feminist, and African American art. Offered on-campus.

ART 215 Computer Art I (3 credits)
An introductory course that provides a foundation in design for understanding and speaking the visual language. This course explores the various design criteria required in the production of computer-generated images. Students will create their own artwork and designs in both Adobe Photoshop and Illustrator. Practical experience developing a personal design sense will be covered. Prerequisite: ~~ART 110,~~ ART 103 or ART 105, or permission of the instructor. Offered on-campus.

ART 411 Survey of Modern Art (3 credits)
This course will be an alternative to and a continuation of Art Appreciation focusing on European and American art of the late 19th through 20th centuries. The course will examine the social, cultural, and political developments of the period in relation to movements in art including impressionism, Cubism, Fauvism, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Feminist, and African-American art. Students taking the course for 400-level credit will be asked to write a substantial research paper. Prerequisite: ENG 122 or permission of the instructor. Offered on-campus.

BUS 590 General Cost Accounting (3 credits)
This course covers principles of planning, measuring, recording, and controlling costs in different types of organizations. Key concepts will include cost records, cost behavior and allocation, inventory valuation, product costing, standard costs, responsibility accounting, and cost planning and control. Emphasis is placed on costing analysis, evaluation, and reporting in order to assist management with the decision-making process. Offered online.

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

CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
This course introduces students to the fundamentals of the criminal justice system, substantive criminal law, and the U.S. Constitution. This course may be waived for students holding undergraduate degrees in criminal justice or having completed certain courses. Offered online.

CRJ 510 Criminal Justice Policy & Theory (3 credits)
This course provides an extensive analysis of the functions, processes, and structures of the criminal justice system. Principles, doctrines, selected rules of criminal law, and law as social control will be examined. Offered online.

CRJ 512 Criminological Theory (3 credits)
This course explores classical and contemporary literature in criminology and criminal justice. Both theory and empirical research will be used to examine criminal behavior as well as the structure, function, and interaction of the criminal justice system. Offered online.

CRJ 514 Constitutional & Judicial Processes (3 credits)
This course examines the structure, functions, and operations of the constitution and judicial processes. The impact of historical and contemporary constitutional issues on the criminal justice process will also be examined. Offered online.

CRJ 520 Research Methods in Criminal Justice (3 credits)
This course introduces the use of research methods in the study of criminal justice. The focus is on the examination of the issues related to collecting, analyzing, and using data. Students will learn to test hypotheses, draw inferences, and write a research report. Offered online.

CRJ 522 Psychological Factors in Criminal Justice (3 credits)
This course introduces students to the use of psychological methods and theoretical models in the criminal justice system. Students will examine criminal and police psychology with an overview of forensic psychology. Offered online.

CRJ 524 Ethics in Criminal Justice (3 credits)
This course examines theoretical and applied criminal justice ethical standards as they relate to criminal justice decision making. Students will evaluate issues concerning discretion, due process, truthfulness, corruption, and discrimination. Offered online.

CRJ 613 Comparative Criminal Justice Systems (3 credits)
This course provides an international perspective on law enforcement. Students will focus on the phenomena of globalization of criminal activity, major aspects of the legal traditions and criminal justice systems of selected countries, as well as international legal and law enforcement institutions. Offered online.

CRJ 615 Victimology (3 credits)
This course provides an overview of the principles and concepts of victimology, an analysis of patterns and trends, as well as theoretical reasoning and responses to criminal victimization. Students will examine the consequences suffered by victims as well as the services and resources available to them. Offered online.

CRJ 620 Organizational Behavior in Law Enforcement & Corrections (3 credits)
This course provides an analysis of the various issues facing criminal justice and correctional organizations in the context of professional practice, including, the theoretical concepts of organizational behavior, management and leadership of human

resources, and design and structural processes of such organizations. Included topics are fiscal accountability; personnel deployment; implementation of change, motivation and retention of personnel, the hiring, assignment, and promotion of personnel, organizational communication; professional development, and applicable legal issues as they pertain to agency operations. Offered online.

CRJ 621 Cybercrime Investigation (3 credits)
This course will introduce students to the methods for investigating internet crime. Students will learn how to gather evidence, build a case against the perpetrator, and manage an Internet crime scene. Offered online.

CRJ 622 Introduction to Forensic Science (3 credits)
This course will introduce students to the history of forensic science along with current technologies, procedures and methods of laboratory analysis in use today. Topics covered will include recognition, protection, documentation and collection of physical evidence as well as analysis of such physical evidence. Legal recognition of new technologies will also be reviewed. Offered online.

CRJ 623 Homeland Security (3 credits)
This course introduces the student to the responsibilities and functions across agencies at various jurisdictional levels that have the charge of mitigating hostilities, threats, hazards, and consequences. Additionally, this course will study the methods of the most effective response systems. Students will develop the skills to identify, evaluate and resolve complex policy issues and initiate practical actions. Offered online.

CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators (3 credits)
This course explores specialized topics in substantive and procedural law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice and correctional organizations. This course is well suited for command-level personnel in response to a variety of potential agency and personal liability issues. Offered online.

CRJ 626 Computer Forensics (3 credits)
This course will introduce students to the methods for preventing and detecting cybercrime. Students will learn the basics of retrieving and analyzing data from various mediums, such as computers, global positioning systems, or removable storage devices. Offered online.

CRJ 627 Advanced Forensic Science (3 credits)
This course will review the forensic science subjects covered in CRJ 622 and introduce the student to the scientific techniques used in processing evidence found at investigations and crime scenes. This course is designed to allow the student to complete exercises in the forensic fields most commonly used today. Offered online.

CRJ 628 Terrorism: Threats & Strategy (3 credits)
This course is designed to provide the student with an understanding of terrorism, both international and domestic. The course will explore the causes and effects of terrorism as they relate to political structures from both religious and historical perspectives; with particular focus on present day impacts. Offered online.

CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators (3 credits)
This course will introduce students to public program budgeting and finance concepts. Special emphasis is given to methods of financing public programs and the preparation and management of budgets for the programs. This course is intended to provide students with an opportunity to learn and practice the technical aspects of program budgeting and finance in the public safety arena. Offered online.

CRJ 631 Security & Protection for Cybercrime (3 credits)
This course will instruct students of the basic rights of business and individuals who are affected by cybercrime as well as the means to protect them. Students will learn how to protect potential victims whether minors in chat rooms or multinational businesses from cyber criminals. Offered online.

CRJ 632 Crime Scene Investigation & Management (3 credits)
This course will introduce the student to the forensic techniques utilized in crime scene investigations (CSI). Students will learn how to process and retrieve trace evidence such as DNA and other items of evidentiary value. Student will also learn accepted methodologies employed in contemporary crime scene management. Students will also become familiarized with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations and requirements relative to the admittance of evidence collected by forensic crime scene investigators. Offered online.

CRJ 633 Risk Assessment (3 credits)
This course is intended to provide the student with advanced knowledge and understanding of the area of risk assessment and management. The focus is on the recognition of real and perceived threats, sharing information between communities and agencies, the collaboration of resources, and the management of risk. Students will examine the concepts of risk assessment, risk analysis, and the impacts of actual and suspected threats. Offered online.

CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice (3 credits)
Students will research key concepts, methods, and issues in the field of evaluation research. In addition, students will analyze and develop an evaluation proposal on a discreet topic within the field of criminal justice. The focus will center on needs assessment, impact, monitoring, as well as the application of quantitative and qualitative techniques. Offered online.

ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom (3 credits)
Introduction to Curriculum & Instruction for the Early Childhood Classroom examines the relationship between curriculum, instruction, and assessment. This course is designed to provide students with the opportunity to analyze developmentally appropriate practices for early childhood settings, as well as compare the effectiveness of early childhood curricular approaches. In addition, students will apply specific methods for early childhood instruction and assessment. For the final project, students will develop a curriculum unit plan. Offered online.

ECE 214 Nutrition & Health of Children & Families (3 credits)
This course provides a study of the health and nutrition needs of children and families. Offered online *and on-campus*.

ECE 351 Play & Learning for the Young Child (3 credits)
In this course students explore the significant role and impact of play on the development of children. Students will actively participate in discussions and activities related to major theorists, current research on play, the developmental stages of play, cultural influences, and current trends and topic related to play. Offered online.

ECO 610 Global Economics (3 credits)
This course will study international economic with respect to the global aspects of supply and demand. This class will review and evaluate international trade theories, geographic trade patterns, globalization, multinational corporations, and international variations of corporate and national economic policies. By the conclusion of this class, the student will be able to compare and contrast international financial and trade frameworks, and

describe the problems and challenges facing the multinational corporation. Offered online.

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

EDU 472 Student Teaching in Health Education (4-8 credits)
Students observe and teach full days in a health education setting under the guidance of a University supervisor and a cooperating teacher for 4-8 weeks with a minimum of 10 consecutive days of full responsibility. This course is combined with other student teaching course(s) to meet licensure requirements for the student's specific endorsement(s). Prerequisite: Admission into the Student Teaching Semester. Offered on-campus.

EDU 475 Student Teaching K-12 ESL (4 credits)
Students observe and teach full days under the guidance of a University Supervisor and a cooperating ELL teacher in a K-12 setting for four weeks. Prerequisite: Admission to student teaching semester. F/S Offered on-campus.

EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits)
This course provides rich opportunities for participants to learn how culture, creativity, and innovation impact teaching and student learning in the 21st century. Participants will adopt a global perspective of teaching and learning to understand how the infusion of 21st century skills impacts curriculum and prepares learners for the challenges associated with living and working in the 21st century. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional practices to support the learning of 21st century skills. Prerequisite: EDU 650. Offered online.

ELL 354 Grammar in a Second Language (3 credits)
This course will provide students with foundational knowledge of how and why English grammar is necessary for teaching the four language skills, and recognizing and correcting student errors. This course provides students with an overview of English grammar and strategies for implementing grammar instruction. Students will critique lesson plans in terms of best practices, and create their own lesson plans for specific student populations by applying their knowledge of English grammar and language pedagogy. Offered online.

ELL 358 Instructional Methods, Materials, & Technology for Teaching a Second Language (3 credits)
The development of language and reading acquisition from birth through adolescence will be explored. Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific instructional strategies, materials, technology, and learning activities will be examined to support learning. (Equivalent to ELL 355.) Offered ~~online and~~ on-campus.

ENG 303 Survey of Shakespeare (3 credits)
An in-depth study of eight of Shakespeare's greatest works including significant films of productions. Prerequisites: ENG 122 and junior standing or

permission of the instructor. (Offered every other year *on-campus.*) Offered on-campus *and online*.

ENG 353 Evolution & History of the English Language (3 credits)
Where did English come from, how has it evolved into the language that is used today, and why does American English behave differently than, for example, the English spoken in Ireland? Also, in what ways are different languages distinct, and how are they similar? Students will trace the historical origins and influences of the transformation of the English language. Students will also explore the major theories of the evolution of language. Offered online.

GEN 103 Information Literacy (3 credits)
This course will provide a foundation in information literacy skills. Students will learn distinct research methods for various types of questions as well as develop methods to evaluate resources based on authorship, authority, credibility, information type, currency, and purpose. A focus on the use and acknowledgement of resources will provide students with a ground for future ethical research. The course will emphasize the use of academic research and organization tools with a focus on applying those methods to make informed choices and think critically about various sources of information. Offered online.

HCA 312 Health Care Finance (3 credits)
This course provides an introduction to health care's fundamental financing concepts. The interaction of funding resources among government agencies and the private sector in the funding of health services is explored. Political and social policies contributing to the demand for health services are discussed. Cost control strategies such as managed care, fee for service and specified contractual arrangements provide the foundation for analyzing health care financing. Health services financing and disbursement systems are presented across the domains of for-profit, non-profit, public, grant funding and managed care. Focused attention is given to discussion of government financing of health services including, Medicare, Medicaid, and specific entities such as veterans administration and other categorical funding. Prerequisites: HCA 281 and HCA 305 or HCA 205. Offered online and on-campus.

HCS 308 Introduction to Nutritional Concepts (3 credits)
This introductory course provides an overview of the basic principles of nutrition including the basic functions, needs, and sources of micro and macronutrients. Students apply nutrition principles to personal needs, as well as needs of individuals across the lifespan. Nutrition controversies are explored in addition to learning about the anatomical and physiological impacts of inadequate/improper nutrition practices and the risk for disease. Note: This course is designed for students with no previous and/or a limited science background. Prerequisite: HWE 200. Offered online.

HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits)
Students will compare their own physical activity habits to national guidelines and explore the benefits of physical activity as well as the consequences of physical inactivity. Written assignments, case studies, and discussion forums provide students with an opportunity to design exercise and wellness plans for themselves and potential clients. Prerequisite: HCS 323. Offered online.

HIM 360 Healthcare Statistics (3 credits)
This course introduces the student to the generation and analysis of common healthcare statistics, state and national reporting of information and departmental performance standards. Students will learn how to construct and analyze various tables and charts related to healthcare. Prerequisites: *HIM 217* and General Education Mathematical competency. Offered online.

HIM 420 Health Information Governance & Strategic Planning (3 credits)
This course addresses key components of healthcare

information systems and operational effectiveness. Students will analyze the strategic alignment of health information technology, including the evolution of healthcare information systems and data governance. Students will evaluate health information architecture and infrastructure, applications and service management, and administrative and financial systems. Foundational information on the transition of data into knowledge, value analysis, and information management strategic planning is provided. Prerequisite: HIM 301. Offered online.

HIS 205 United States History I (3 credits)
American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century. Recommended prerequisite: ENG 122. Offered online and on-campus.

HIS 206 United States History II (3 credits)
This course surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. Recommended prerequisite: ENG 122. Offered online and on-campus.

HIS 340 Recent American History (3 credits)
This course will examine the foreign policy, political, cultural and social developments in the United States in the years after World War II. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HPR 303 Health Communications (3 credits)
Utilizing a multi-disciplinary approach, this course provides an introduction to the field of health communications, and explores how communications are utilized to influence and motivate individuals, institutional, government, and public audiences about important health issues and interventions. Students examine processes for creating clear, accurate, and appropriate health communications for a variety of target audiences. Case studies of health campaigns are integrated into the course. Offered online.

HPR 350 Introduction to Epidemiology (3 credits)
This course will introduce students to the field of epidemiology, its purpose and benefits within the public health and health-related fields. It will provide the students the opportunity to review current and relevant health surveillance data and its application in the various health care fields. Furthermore, it will afford the students the opportunity to learn about the role of epidemiologists in today's health care system. Offered online.

HWE 200 Introduction to Health & Wellness (3 credits)
This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle. Offered online.

HWE 330 Musculoskeletal Anatomy & Physiology (3 credits)
In this course, students study the structure and function of muscular and skeletal systems within the human body using a regional approach. Students are given the opportunity to learn about anatomical variation, the functional importance of this variation, and common pathologies of the upper and lower extremities and trunk. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health, and Disease. Prerequisite: HPR 205. Offered online.

HWE 340 Exercise & Physiology (3 credits)
This course introduces students to physiological responses to exercise in the human body. Students compare the major physiological systems (energy transfer, cardiovascular, respiratory, neuromuscular, etc.) at rest, explain the systemic adaptations that occur with acute and long-term exercise, and evaluate how these activities affect health and human performance. Students also analyze how nutrition and pharmacological aids impact athletic performance. Prerequisites: HPR 205 *and HWE 330.* Offered online.

PED 242 Prevention & Care of Athletic Injuries (2 credits)
Students will acquire knowledge and develop skill in implementing immediate, temporary treatment in case of injury or sudden illness. Upon successful completion of the first-aid component, a student will receive a standard first aid and cardiopulmonary resuscitation certificate. Emphasis will be on sports first aid including fundamental taping, wrapping, and treatment modalities. An additional fee for supplies and National Certification is required for the course. S Offered on-campus.

PHI 107 Philosophy of Human Conduct (3 credits)
This course focuses on clarifying and illuminating the great social and personal issues confronting people today. Topics include standards of moral judgment, the meaning and justification of moral judgments, and questions of moral responsibility and justice. This course satisfies the Applied Ethics competency. *Offered on-campus.*

PSY 315 Survey of Exceptional Students (3 credits)
An investigation into the theories, skills, and attitudes needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of categories of disabilities that special educators are likely to come into contact with. Students will examine the issues of providing services to identified individuals within and outside school settings. (Cross-listed as ESE 315.) Offered ~~online and~~ on-campus.

PSY 600 Introduction to Graduate Study in Psychology (3 credits)
This course provides an introduction to graduate study at Ashford University in the field of psychology. Students will explore psychology as a science and profession. They will examine professional roles and organizations, ethics and professional standards, theoretical perspectives, and contemporary practical applications of psychology to real-world situations. Offered online.

PSY 605 Developmental Psychology (3 credits)
This course will cover developmental and contextual experiences of humans across the lifespan. Emphasis will be placed on issues and questions that have dominated the field over time and continue to provide impetus for research. Interactions will focus on articles that describe and illustrate current theories and trends. Students will read selected research articles and self-select additional readings related to weekly topics and personal interest. These topics include theoretical trends and foundations in research, policy and ethics, health and wellness, human developmental context, and end-of-life issues. 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.

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.

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

SSC 101 Introduction to Social Sciences (3 credits)
This course introduces students to the interdisciplinary field of social sciences and some of the disciplines that comprise this field, including anthropology, sociology, political science and history. These subject areas figure prominently in the Social Science major. In this course, students will learn important social science concepts and theoretical approaches, along with the research methods that social scientists use to study human behavior. Throughout the course and through a summative assignment, students will examine how social factors shape social behavior, and some of the consequences of current social problems. Offered online.

Errata

The errata listed below apply to the 2014–2015 Ashford University Academic Catalog (effective date is July 1, 2014 unless otherwise noted). Entries below are provided to correct information presented in the original publication of the *Catalog*. Page numbers are provided to reference where the original entry may be found. To view all updates in context of the original publication, access the Online Catalog. If you have questions related to changes listed, please contact your Student Advisor for assistance.

Page 4
Addition, Published 8/1/14
Student Consumer Information
As a prospective student, you are encouraged to review this Catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Page 12
Addition, Published 9/19/14
Personally Identifiable Information
The University maintains student records in compliance with FERPA and California state regulations. Students who would like more information on these policies may contact the Registrar's Office.

Page 12
Addition, Published 10/24/14
Assessing Student Success
Ashford University has developed and maintains systems and instruments to assess student learning outcomes. Data gathered via these instruments are used to track and monitor the progression of students. By tracking and monitoring student progression, evaluation of standards, practices, and resource decisions can be made. This data also provides the University with meaningful input that is used to review and improve institutional processes.

Page 17
Revision to phone ext, Effective 5/23/15
Online Student Resources
Online students should contact the Office of Student Access and Wellness Student Advocate HELPline at (866) 974-5700 ext. ~~4357~~ *24357* in order to access support services.

Page 18
Revision, Published 8/11/14
Revision, Publish 5/1/15
Revision to phone ext, Effective 5/23/15
Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)
The Title IX/SaVE Coordinator for Ashford University:
~~Amber Eckert, Vice President for Student Affairs, & Retention and Graduation~~
Poppy Fitch, Associate Vice President, Student Affairs, Title IX/ADA Compliance Officer, at:
Phone: (800) 798-0584 ext. ~~4445~~ ~~2589~~ *20702*
Email: titleIX@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

Page 19
Revision, Published 8/11/14
REFERRAL TO OFFICE OF STUDENT GRIEVANCE RESOLUTION

- The Title IX/SaVE Coordinator, *Dean of Student Affairs (campus)/Director of Student Development & Engagement (online)* and, if necessary, Human Resources' staff will coordinate any initial remedial short term or interim actions including but not limited to suspension or leave, accommodations for the alleged victim, or other necessary remedial short-term actions and protective measures.
- In campus based complaints, the Title IX/SaVE Coordinator will coordinate with the *Dean of Student Affairs* and Conduct Administrator or designee and, if necessary, Human Resources' staff, will coordinate initial, short term remedial actions. Any initial, short term remedial actions deemed necessary shall be carried out by campus

based Conduct Administrator or designee and, if necessary, Human Resources.

Page 19
Revision to phone ext, Effective 5/23/15
Other Complaints
Pedro Hernandez, or any other member of the Student Dispute Resolution Center at:
Phone: (866) 974-5700 ext. ~~4870~~ *20091*

Pages 19-24
Revision, Published 8/11/14
References to Title Change
For all references to "Title IX/SaVE Coordinator and Vice President of Student & Alumni Affairs," replace with "Title IX/SaVE Coordinator."

For all references to "Director of Student Affairs (campus)" and "Campus Director of Admissions and Student Affairs," replace with "Dean of Student Affairs."

Page 21
Revision, Published 8/11/14
Revision, Published 5/1/15
INVESTIGATION FINDINGS: APPEAL
The Title IX/SaVE Coordinator for Ashford University:
~~Amber Eckert, Vice President for Student Affairs, & Retention and Graduation~~
Poppy Fitch, Associate Vice President, Student Affairs, Title IX/ADA Compliance Officer, at:
Email: titleIX@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

Pages 26-27
Revision, Published 5/22/15
Dispute Resolution Procedure for Student* Complaints
The Ashford University community benefits from informal processes and formal procedures that encourage prompt and equitable resolution of complaints and concerns that students may have about the implementation of policies and procedures that govern the institution.

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

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

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

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

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

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

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

Dispute Resolution Procedure

Step I: Departmental Dispute Resolution
Students should address the complaint or concern at

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

How to File a Complaint
An individual student, alumnus, former student, prospective applicant, or applicant ("student" or "complainant") may file a complaint with the Center by completing the Student Dispute Resolution Center Submission Form found at www.ashford.edu or located in the Student Portal. Students are encouraged to begin the Dispute Resolution Process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint.

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

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

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

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

Step II: Informal Dispute Resolution Processes
There are two processes available for resolving the complaint at Step II: Facilitation and Mediation. Upon receipt of the complaint, the Center will recommend the process that may best address the concerns raised in the complaint.

Facilitation
The Center offers students an opportunity to swiftly and fairly resolve concerns by facilitating a mutually agreeable resolution or understanding of the concerns. A case handler will work with the complainant and the appropriate University Representative(s) to resolve the complaint.

The facilitation process will be completed within twenty-one (21) business days.**

If the outcome of the facilitation process does not resolve the complaint and mediation is not appropriate, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@ashford.edu to advise the Center that the complaint should proceed to Step III.

Mediation
Complainants also have the option to participate in

confidential, interest-based facilitated negotiation to resolve the complaint. The Center offers students an opportunity to have their concerns mediated. A mediator will work with the complainant and the University Representative to mediate the complaint.

The mediation process will be completed within twenty-four (24) business days.

If the complainant and the University have not resolved the complainant's concerns at the conclusion of the mediation process, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@ashford.edu to advise the Center that the complaint should proceed to Step III.

Step III: Formal Grievance Resolution Process

Investigation
During the investigation phase, the Student Grievance Resolution Administrator (Administrator) will contact the student and others, including all witnesses identified by either complainant or respondent who are likely to have knowledge relevant to the allegation, to discuss the student's concerns. The student's participation in the process is essential, and the Administrator may speak with the student several times during the investigation stage. Students should be prepared to speak with the Administrator and to provide any additional information the Administrator might request. Failure to provide necessary information may delay or preclude a thorough investigation.

Evaluation and Response
Formal grievances are evaluated through a collaborative process that may involve the following representatives or their designee: the Campus or Executive Dean of the College in which the student is enrolled, University Provost, Vice President/Campus Director, Vice President of Student Services, Director of Student Affairs who have decision making authority in regards to formal grievances. Student Grievance Resolution Administrators will adequately, reliably, and impartially investigate the complaint and present a recommendation to those with decision-making authority.

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

The Step III process will be completed within forty-five (45) business days following receipt of the complaint. If additional time is needed for the investigation, evaluation, or response, the student will be notified.

The response will be issued to the student via U.S. Mail or e-mail.

Per Step IV below, a student may appeal the University's response to the formal grievance. Unless a student articulates a permissible ground for appeal, the response to the formal grievance is final.

Step IV: Presidential Appeal of Step III
Students may appeal the findings of the response at Step III only on the following grounds:

- To consider new evidence that was unavailable during the original investigation that could be outcome determinative;
- To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
- To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or

- To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome determinative.

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

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

Appeal Process

Phase One: Review and Evaluation
Within three (3) business days of receipt of the appeal, the University will review the appeal to ensure that:

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

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

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

Phase Two: Evaluation and Determination
The President, or designee, will render a written decision on the appeal within ten (10) business days from the end of Phase One. The President or designee will (more likely than not) use the preponderance of the evidence standard of review to make a determination of an appeal of the formal grievance outcome. The President's determination shall be final.

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

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

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

Pages 47, 115, 117, 198, 200, 201, 208, 209, 210, 290, 292, 293
Revision, Effective 5/11/15
Admissions Counselor Title Change
For all instances of the title Admissions Counselor, please replace with Enrollment Services Advisor.

Page 48
Revision, Published 7/18/14
Graduation/Completion Rates
In accordance with the Student Right-to-Know and Campus Security Act of 1990, Ashford University is pleased to share with you the following information on the graduation rates of our fall 2007 cohort of full-time, first-time, degree or certificate seeking undergraduates.

As reported in the IPEDS graduation rates survey (GRS), during the fall 2007 semester, 799 first-time, full-time, degree-seeking undergraduate students

entered Ashford University. This population of students includes both bachelor's degree seeking students and associate degree seeking students. 21% of these students had graduated from Ashford University within 150% of the normal time to complete their degree (as of September 2, 2013). Please contact the Registrar's Office with any questions.

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

- *All graduation rates are based upon 3 years of attendance for associate's programs and 6 years of attendance for bachelor's programs, which equates to 150% of the normal completion time.*
- *We have elected not to report transfer-out rates because our University's mission does not include providing substantial preparation for students to enroll in another eligible institution without completing or graduating.*
- *These charts do not identify the reasons why our students withdrew; therefore, students who withdrew for personal or medical reasons are included.*
- *Graduation rates do not include students who left school to serve in the U.S. Armed Forces, on official church missions, or with a foreign aid service of the federal government, or students who died or were totally and permanently disabled.*
- *Please note that the graduation/completion rate does not include any student who attended a college or university after high school and then enrolled in Ashford University.*

Page 48
Addition, Published 7/18/14
Online Student Graduation Rates
The three-year graduation rate for online associate's degree seeking students is 10% based on the 2009-10 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 37% based on the 2006-07 entering cohort. The three-year graduation rate for online master's degree seeking students is 59% based on the 2009-10 entering cohort.

Pages 65-66, and various
Revision, Effective 5/23/15
University Phone Extensions
All University phone extensions are being updated. Please refer to the Online Catalog for accurate phone extensions.

Pages 68-69
Addition, Published 11/21/14
Revision, Effective for all courses starting on or after 1/1/15
Online Undergraduate and Graduate Programs Tuition and Fees Lists

California Student Tuition Recovery Fund^	$0

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

Pages 68-69
Revision, Effective 4/15/15
Online Undergraduate and Graduate Programs Tuition and Fees Lists

Late payment fee	$0
Insufficient funds fee	$10

Page 70
Revision, Published 1/16/15
~~**Summer Online Course Payment Policy (Clinton Campus Students Only)**~~
Blended Coursework Payment Policy (Clinton Campus Students Only)
Payment must be paid in accordance with a student's selected finance option *for blended coursework. Tuition for blended coursework attempted within the fall or spring semesters will be included in the semester rates outlined in the Clinton Campus Programs Tuition & Fees section of this Academic Catalog.*

Tuition for blended coursework attempted during the summer, between spring and fall semesters, will be assessed per credit as outlined in the Online Undergraduate Programs Tuition & Fees section of

this Academic Catalog. Clinton Campus students should work with their assigned Finance Planner to determine viable payment options for courses being completed in a non-term format over the summer.

Page 70
Addition, Published 8/1/14
Tuition Benefit Eligibility Requirements
If a University tuition benefit, grant, or scholarship is offered to assist with the program-related fees and charges below, additional eligibility requirements must be submitted and approvals obtained prior to application of these benefits. Benefits will be awarded at the time of disclosing eligibility and submitting any required documents upon request; retroactive adjustments will not be applied to previous coursework or fees.

Page 72
Addition, Published 8/29/14
Leader Development Grant
Ashford University (University) offers the Leader Development Grant (LDG) to students selected and sponsored by a participating Third Party Agency. The LDG program is funded by both the Third Party Agency and Ashford University. This grant is intended to help students avoid educational loan debt by funding a recipient's direct education-related costs. Direct education-related costs include tuition for all eligible courses (limited to two repeated courses), Technology Fee (per course), course materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. *If both electronic and hard copy course materials are available for the same course, the LDG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs.* The Leader Development Grant is only available as a primary payment option.
All required Leader Development Grant forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. *The Leader Development Grant funds up to ten (10) undergraduate or eight (8) graduate courses per 12-month period; however, Ashford University does not guarantee that ability to take this maximum amount of coursework in any given 12-month period.* The LDG must be renewed every twelve (12) months in order for the student to continue to receive LDG benefits. Continuing students must send all required forms to their assigned Student Advisor for verification at least seven (7) days prior to the start of classes in the applicable 12 month period.
[see current Catalog for full entry under this heading.]

Page 75
Addition, Effective 12/18/14
Ashford University Military Grant
(Online Undergraduate and Graduate)
In addition, this grant also covers *the Sales Tax*, Technology Fees, and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner.
[see current Catalog for full entry under this heading.]

Page 76
Addition, Published 1/30/15
Ashford Alliance Agreement Grants
Online Undergraduate Students: Students enrolled in an online undergraduate program may be eligible for Ashford Alliance Agreement grants. Eligible students include Participating Organizations' employees and/or other eligible associated staff. Grants are only applied to an eligible student's account upon receipt of an approved employment/membership with a Participating Organization, and must provide the University with an approved verification of corporate affiliation.

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

electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping.

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

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

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

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

Page 78
Revision, Effective 5/11/15
How to Apply for Financial Aid
All references to the federal Personal Identification Number (PIN) should be replaced with FSA ID.

Students can request a FSA ID at any of the following websites:
fsaid.ed.gov;
www.fafsa.gov;
www.nslds.ed.gov;
www.studentloans.gov; or
www.studentaid.gov.

Page 82
Revision, Effective 1/27/15
Federal College Work-Study Program (FWS) ~~(Clinton Campus only)~~: Funded by the federal government and the University. To be eligible, a student must ~~be a Clinton Campus student,~~ complete the FAFSA, have a documented financial need and maintain satisfactory progress, as defined for financial assistance. Students may be employed by the University or off-campus federal, state, and local public agencies. They may also be employed by certain private nonprofit organizations. Work-Study awards do not guarantee a student employment with an eligible employer. In addition, funds earned through the FWS program do not automatically count against the student's billed tuition. Contact the ~~Clinton Campus~~ Financial Aid Office for additional information.

Pages 89-94
Revision, Published 7/18/14
All State-Specific Tuition Refund Policies
*Refund percentage applied based on ~~week of~~ last date of attendance (LDA).

Page 90
Deletion, Effective for Georgia residents on or after 3/24/15
Georgia State Refund Policy
The Georgia State Refund policy is no longer in effect as of March 24, 2015. Georgia students should refer to the Ashford Institutional Refund Policy to determine refund calculations for dropped courses.

Page 91
Deletion, Effective for Indiana residents on or after 6/16/15
Indiana State Refund Policy
The Indiana State Refund policy is no longer in effect as of June 16, 2015. Indiana students should refer to the Ashford Institutional Refund Policy to determine refund calculations for dropped courses.

Page 102
Addition, Published 10/24/14
General Education Competencies
Information Technology (3 credits)
- GEN 103 Information Literacy (3 credits)

Page 103
Addition, Published 10/31/14
Addition, Published 3/10/15
General Education Subject Areas
Cultural and Aesthetic Awareness (3 credits)
- *ART 111 Survey of Modern Art (3 credits) [10/31/14]
- *ART 411 Survey of Modern Art (3 credits) [10/31/14]
- ENG 303 Survey of Shakespeare (3 credits) [3/10/15]

Page 105
Addition, Published 7/18/14
General Education Subject Areas
Science (4 credits)
- HIM 205 Anatomy and Physiology for HIM I (4 credits)

Page 105
Addition, Published 10/24/14
Addition, Published 1/30/15
General Education Subject Areas
History (3 credits)
- HIS 205 United States History I (3 credits)[1/30/15]
- HIS 206 United States History II (3 credits)[10/24/14]

Page 106
Addition, Published 9/19/14
General Education Subject Areas
Diversity Awareness (3 credits)
- SSC 101 Introduction to Social Science (3 credits)

Page 107
Addition, Published 9/19/14
General Education Subject Areas
Social and Personal Awareness (3 credits)
- SSC 101 Introduction to Social Science (3 credits)

Page 109
Addition, Published 12/12/14
Course Delivery Methods
Ashford University offers programs using the following course structures and delivery modalities. *Please note that all course instruction will occur in the English language only.*

Page 109
Addition, Published 9/19/14
Online Course Delivery
Instructors are expected to respond to assignments within 10 days and projects, such as in capstone courses, within 30 days from the date of the student's submission.

Page 112
Revision, Published 10/3/14
Graduate Restrictions for Degree Pairings
MAED, Distance Learning Specialization cannot be paired with the MA in Teaching and Learning with Technology, *Standard Specialization*.

Page 112
Revision, Published 10/24/14
Graduate Restrictions for Degree Pairings
MAED, Educational Technology Leadership Specialization cannot be paired with the MA in Teaching and Learning with Technology, *Standard Specialization*.

Page 119
Revision, Published 8/29/14
Department of Defense (DoD) Voluntary Education Partnership
Ashford University is a participating institution in the Voluntary Education Partnership with the DoD. In accordance with this partnership, any Active Duty, National Guard, or Reservist student who attends the University will receive a military degree plan *within 60 days after admission to the educational institution in which the individual has selected a degree program and all required official transcripts have been received.*

The student will receive a Military Degree Plan with the evaluation of previous coursework received and the requirements for the degree program selected.

The Military Degree Plan affords the student the opportunity to complete the degree requirements within the enrolled degree program within five (5) years of the issued date without the loss of academic progress. Students who choose to change their degree program will forfeit the issued degree plan and be reissued a new Military Degree Plan for the new program.

Pages 121-123
Revision, Published 12/12/14
All Honor Societies Evaluation Dates
All honor societies will be evaluated on the same dates, January 1 and July 1 of each year.

Page 121
Revision, Published 12/12/14
Phi Theta Kappa
This is a one-time membership fee of $~~55~~ *60*.

Pages 122-123
Addition, Published 12/5/14
Honor Societies for Clinton Campus and Online Students
Delta Alpha Pi International
Delta Alpha Pi International is an academic honor society for students with disabilities. Delta Alpha Pi Honor Society presents an opportunity to change negative stereotypes associated with disability by recognizing students with disabilities for their academic accomplishments. In addition, this honor society facilitates development of skills in leadership, advocacy, and education for participating students. Members of Delta Alpha Pi Honor Society participate in activities designed to educate the community and society regarding disability issues and the need for universal design in learning.

Membership in Delta Alpha Pi International Honor society is by invitation only and open to all eligible Ashford University students. To attain membership into DAPi, the following criteria must be met as of January 1st and July 1st:

- Be a student with a documented disability through the Office of Student Access and Wellness.
- Demonstrate an interest in disability issues.
- Be an undergraduate student currently enrolled and have completed a minimum of 24 credits with a minimum GPA of 3.10, OR
- Be a graduate student currently enrolled and have completed 18 credits of graduate coursework with a minimum GPA of 3.30.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. Names of inductees will be published on the Alpha Sigma Lambda webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Delta Alpha Pi member who participates in the Ashford University Commencement Ceremony will be distinguished with Delta Alpha Pi regalia provided by the University.

Page 122
Revision, Published 12/12/14
Golden Key International Honour Society
Membership in Golden Key consists of one-time lifetime membership fee of ~~$80~~ *95* paid at the time of induction.

Page 124
Revision, Published 12/30/14
Revision, Published 5/22/15
Commencement Ceremony
Spring Ceremony
- Expect to graduate between January 1 and June 30;
- Complete Petition to Graduate form by March ~~31~~ *15*; and
- Purchase appropriate* cap and gown by March ~~31~~ *15*.

Fall Ceremony
- Expect to graduate between July 1 and December 31;
- Complete Petition to Graduate form by August ~~31~~ *15*; and
- Purchase appropriate* cap and gown by August ~~31~~ *15*.

*Cap and gown must be purchased from Ashford University's authorized vendor.

Pages 129, 189, 193
Addition, Published 9/19/14
Undergraduate Admissions Requirements
Ashford University does not admit students based on an "ability-to-benefit" test.

Pages 130-132
Addition, Published 2/6/15
Admissions Requirements
- Test of English as a Foreign Language (TOEFL) *or International English Language Testing System (IELTS)* examination taken within the past two (2) years. *For the TOEFL,* a minimum score of 500 paper-based or 61 Internet-based is required. *For the IELTS, a minimum score of 6 is required.* Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Page 138
Revision, Published 1/16/15
~~**Summer Online Course Registration Policy**~~
Blended Coursework Registration Policy
Students studying at the Ashford University Clinton campus in the semester-based modality have the option to blend online and campus coursework during the spring and fall semesters, or in between semesters during the Summer Term. Blended coursework registration with five (5) week online courses may occur when the student is fully admitted in a campus degree program, and the following criteria are met.

Students must:
- Be 18 years or older;
- Be meeting Satisfactory Academic Progress requirements;
- Have completed at least 30 credits toward a campus degree program;
- Be scheduled for a minimum of 12 credits on the Clinton campus during the spring or fall semester;
- Be registered for the upcoming fall semester in the same calendar year in order to register for blended coursework during the summer; and
- Have the approval of their Faculty Academic Advisor prior to registering for an online course.

Online course registration cannot violate progression or prerequisite requirements. Additionally, online courses during the spring or fall semesters must start after the first day of the semester and end prior to the last day of the semester.

Page 138
Addition, Effective 12/9/14
Course Drop
To officially drop from a class or classes without withdrawing permanently from the program, a student must complete and submit a Change of

Registration form to the Registrar's Office. (Forms are available in the Registrar's Office.) After the official "add/drop" census period in the beginning of the semester, a student completes the course drop process only by getting signatures from the relevant class instructor and his or her academic advisor. If the student participates in an Ashford athletic program, then a signature must also come from the Athletic Director.

Initial attendance in all course types (classroom, thesis, independent study, etc.) will be taken within the first two weeks of a semester. In order to establish initial attendance in a course, a student must attend the course at least once prior to the course Drop Deadline. Students who do not attend at least once before the Drop Deadline will have that course removed from their schedule and academic transcript.

Pages 144, 145, 149
Addition, Published 1/16/15
Bachelor of Arts in Accounting, Business Administration, & Public Relations & Marketing

- PHI 402 Business Ethics (3 credits) *OR*
  BUS 319 The Social Responsibility of Organizations (3 credits)

Page 147
Correction, Published 12/12/14
Bachelor of Arts in Computer Graphic Design
Tracks (~~26-28~~ *27-30* credits)
Students must choose ONE track from the following:

Animation Track (~~26-28~~ *30* credits):

- ~~ART 110 Figure Drawing Workshop (1 credit)~~
- *ART 340 Figure Drawing (3 credits)*
- CGD 220 Storytelling & Storyboarding (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 223 3-D Modeling I (3 credits)
- CGD 331 Digital Video & Audio (3 credits)
- CGD 324 3-D Animation I (3 credits)
- CGD 325 3-D Animation II (3 credits)
- CGD 360 Digital Texturing & Lighting (3 credits)
- CGD 497 Advanced 3-D Seminar (3 credits)

Animation Electives (1 course from the following):

- ~~ART 340 Figure Drawing (3 credits)~~
- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)
- CGD 323 3-D Modeling II (3 credits)
- CGD 330 Digital Still Imaging (3 credits)
- CGD 392 IS Internship (3 credits)
- CGD 432 3-D Animation III (3 credits)

Page 152
Revision, Effective 2/10/15
College of Education Practitioner Prep Program

- ~~HIS 203 American History to 1865 (3 credits)~~
- *HIS 205 United States History I (3 credits)*

Page 172
Correction, Published 10/3/14
Bachelor of Arts in Social Science
Health and Human Services Management Track
(~~57~~ *63-66* credits)

Page 174
Revision, Effective 2/10/15
Bachelor of Arts in Social Science, History Track

- ~~Either HIS 203 American History to 1865 (3 credits) OR HIS 204 American History Since 1865 (3 credits)~~
- *Either HIS 205 United States History I (3 credits) OR*
  HIS 206 United States History II (3 credits)

Page 181
Revision, Effective 2/10/15
History Minor

- ~~HIS 203 American History to 1865 (3 credits) OR HIS 204 American History Since 1865 (3 credits)~~
- *HIS 205 United States History I (3 credits) OR*
  HIS 206 United States History II (3 credits)

Page 185
Revision, Published 10/31/14
Visual Arts Minor
Required Courses:

- ART 101 Art Appreciation (3 credits) OR ~~ART 200/300 Art Appreciation II: Modern Art~~ *ART 111/411 Survey of Modern Art* (3 credits)

Pages 189, 193
Revision, Published 12/5/14
Conditional Admission Requirements
Associate and Bachelor's Level
~~Conditionally admitted students who are denied admission after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted, but are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already taken it).~~

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.
Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

Failing to meet Basic Academic Requirements (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements (BAR) are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

Pages 189-197
Addition, Published 2/6/15
Admissions Requirements

- Test of English as a Foreign Language (TOEFL) *or International English Language Testing System (IELTS)* examination taken within the past two (2) years. *For the TOEFL,* a minimum score of 500 paper-based or 61 Internet-based is required. *For the IELTS, a minimum score of 6 is required.* Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Pages 197, 290
Revision, Published 1/30/15
Technology Requirements
~~Please note certain courses may require the use of a microphone and/or webcam to record sound or video files.~~
Please note certain courses may require the use of additional internet connectivity requirements, software, and/or hardware, such as a microphone and/or webcam to record sound or video files. Additionally certain courses may require use of third party websites. The University is not responsible for the practices of any third party websites. If a student has serious objections to using a third party website, he or she can request an alternative method of completing an assignment from the instructor of the course. If a student chooses to withhold the disclosure of Directory Information, no Directory Information will be released by Ashford University to non-university personnel, unless the disclosure meets exception criteria as outlined in the Student Rights and Responsibilities section of this Catalog. However, a student may still be required to make certain disclosures as part of coursework.

Page 197
Revision, Effective 9/30/14
English Proficiency
All students enrolled in an undergraduate degree program must satisfy English Proficiency within the first 15 ~~attempted~~ *successfully completed* credits through one of the following options:
[see current Catalog for full entry under this heading.]

Pages 198, 290
Addition, Published 9/19/14
Program Enrollment *and Cancellation*
Applicants who want to cancel an enrollment agreement must contact their Admissions Counselor or University Advisor prior to attending in week 4 of their first course. Applicants who cancel enrollment will be allowed one more period of conditional admission at Ashford University. Individuals who cancel their enrollment two times while in conditional standing may re-apply to Ashford University no earlier than one year from their last date of attendance.

Ashford University reserves the right to cancel or terminate the agreement if the applicant fails to meet basic academic requirements during conditional admission, violate the Student Community Standards, fail to make satisfactory academic progress, fail to make payment in accordance with the terms of his or her student finance agreement, and/or fail to meet attendance requirements as outlined in this *Catalog*. Applicants who are denied admission may be allowed one more period of conditional admission at Ashford University. Individuals who are denied admission two times while in conditional standing may re-apply to Ashford University no earlier than one year from their last date of attendance.

Students who receive federal student financial aid funds are entitled to a refund of moneys not paid from federal student financial aid program funds.

Students who obtain loan(s) to pay for an educational program will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Page 198
Revision, Published 12/30/14
Employment Services
Ashford University does not guarantee employment to any applicant as a condition of his or her application, acceptance, or attendance in any program. Ashford University does not *provide* ~~promote~~ employment services or make student referrals to prospective employers based on direct contact with the employer regarding current job openings to any student attending Ashford University online programs.

Pages 199, 292
Addition, Published 9/19/14
Attendance Policies for Online Undergraduate and Graduate Courses
Students who participate in an academic activity in a course prior to its official start date will not be dropped from their course during Week 1 for non-attendance as long as they subsequently attend at least once during Week 1 of the course.

Page 200
Addition, Effective 10/14/14
Consecutive Unsuccessful Grades
Students who earn three consecutive unsuccessful grades Ashford University will be academically dismissed. Unsuccessful final grades include the following:

- F, W, WF, or
- In an Introductory, General Education Competency, or General Education Capstone course, D+, D, or D-.

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

scheduled course will be dismissed and may not submit another appeal for a period of less than one year.

Pages 203, 296
Revision, Effective 10/14/14
Appeal of Academic Dismissal
Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements *or the consecutive unsuccessful grades policy* may appeal to be re-admitted to the University. Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu or electronically via the online *SAP Appeal* form *or the Unsuccessful Grades Dismissal Appeal form* and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

Page 209
Revision, Effective 9/30/14
Progression Requirements for Bachelor's Programs
To ensure a framework for success, and to make certain students have built the necessary skills to recognize the complex subject matter inherent in major coursework, Bachelor degree-seeking students *are eligible to be enrolled in major coursework once the following requirements are met. Students must successfully meet*:
- *any introductory course(s) requirements;*
- *the English Proficiency requirement;*
- *the General Education Information Technology Competency; and*
- *the Communication Competencies I & II.*

Students who meet all progression requirements will be allowed to take approved 100 or 200 level courses in their respective majors (if applicable), as long as they are taken in the prescribed order and meet all prerequisite requirements. Once students meet the above requirements and successfully earn at least 30 credits, they will be allowed to take 300 or 400 level major courses, as long as they are taken in the prescribed order and meet all prerequisite requirements.

Page 209
Revision, Effective 2/10/15
General Education Course Sequence:
- ~~HIS 204 American History Since 1865 (3 credits)~~
- *HIS 206 United States History II (3 credits)*

Page 211
Revision, Effective 9/26/14
SMART Track Courses
Master of Arts in Education
- EDU 650 Teaching, Learning & Leading in the 21st Century (3 credits)
- ~~EDU 645 Learning & Assessment for the 21st Century (3 credits)~~
- *EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits)*

Pages 211-212
Addition, Effective 5/15/15
SMART Track Courses
Master of Accountancy
- BUS 600 Management Communications with Technology Tools (3 credits)
- ECO 610 Global Economics (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)

Master of Arts in Psychology
- PSY 600 Introduction to Graduate Study in Psychology (3 credits)
- PSY 605 Developmental Psychology (3 credits)

Master of Science in Criminal Justice
- *CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)

*Otherwise eligible students enrolled in a Bachelor's degree program who plan to apply to the Ashford University MBA program may take BUS 591 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this

prerequisite course to the MBA program. Students who plan to apply to the Ashford University MPA program may take BUS 599 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite course to the MPA program. *Students who plan to apply to the Ashford University MSCJ program may take CRJ 501 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this prerequisite course to the MSCJ program.*

Pages 234-248, 301-305
Revision, Published 7/18/14
All online College of Education
Program Disclosures
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).

Pages 234-248, 301-305
Addition, Published 7/18/14
All Online College of Education
Program Disclosures
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.
[see current Catalog for full entries under these headings.]

Page 242
Deletion, Effective for students starting on or after 2/17/15
Bachelor of Arts in Education & Public Policy
As of February 17, 2015, Ashford University will no longer admit new students to the BA in Education & Public Policy program.

Page 244
Revision to Course Sequence, Published 8/1/14
Bachelor of Arts in Education Studies
Major Course Requirements (33 credits)
Introduction
- 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

Page 246
Revision, Effective for students starting on or after 3/31/15
Bachelor of Arts in
English Language Learner Studies
- ~~SOC 308 Racial & Ethnic Groups (3 credits)~~
- *ELL 354 Grammar in a Second Language (3 credits)*

Pages 250, 252, 256
Revision, Effective for students starting on or after 1/20/15
Bachelor of Arts in Complementary & Alternative Health, Health & Wellness, & Health Education
- ~~HCS 323 Health & Wellness Promotion throughout the Lifespan (3 credits)~~
- HWE 200 Introduction to Health & Wellness (3 credits)

Page 251
Revision, Effective for students starting on or after 10/7/14
Bachelor of Arts in Health and Human Services
- ~~HCA 305 The U.S. Health Care System (3 credits)~~
- *HCA 205 Introduction to Health Care (3 credits)*

Page 253
Revision, Effective for students starting on or after 10/7/14
Bachelor of Arts in Health Care Administration
- ~~HCA 305 The U.S. Health Care System (3 credits)~~
- *HCA 205 Introduction to Health Care (3 credits)*
- ~~HCA 311 Health Care Financing & Information Systems (3 credits)~~
- *HCA 312 Health Care Finance (3 credits)*
  Prerequisites: HCA 305 OR HCA 205; and HCA 281

Page 253
Revision, Effective for students starting on or after 3/31/15
Bachelor of Arts in Health & Wellness
- ~~HCS 208 Introduction to Nutritional Concepts (3 credits)~~
- *HCS 308 Introduction to Nutritional Concepts (3 credits)*

Pages 254, 256
Deletion, Effective for students starting on or after 9/2/14
Bachelor of Arts in Health Care Studies
Bachelor of Arts in Health Marketing and Communication
As of September 2, 2014, Ashford University will no longer admit new students to the BA in Health Care Studies program and the BA in Health Marketing and Communication program.

Page 256
Revision, Published 10/24/14
Bachelor of Arts in Health Education
Bachelor of Arts in Health Marketing and Communication
- ~~HMC 303 Health Communications (3 credits)~~
- *HPR 303 Health Communications (3 credits)*

Page 256
Revision, Effective for students starting on or after 3/31/15
Bachelor of Arts in Health Education
- ~~HWE 200 Introduction to Health & Wellness (3 credits)~~
- *HPR 350 Introduction to Epidemiology (3 credits)*

Page 259
Revision, Effective for students starting on or after 3/31/15
Bachelor of Science in Health Information Management
- ~~INF 220 IS Principles (3 credits)~~
- *HIM 420 Health Information Governance & Strategic Planning (3 credits)*

Page 264
Addition, Effective for students starting on or after 3/31/15
Bachelor of Arts in Cultural Anthropology
Major Course Requirements (*40* credits)
- *ANT 202 Human Origins & Prehistory (4 credits)*

Page 265
Revision, Effective for students starting on or after 10/21/14
Bachelor of Arts in English
- ~~ENG 321 Introductory Linguistics (3 credits)~~
- *ENG 353 Evolution & History of the English Language (3 credits)*

Page 267
Revision, Effective 2/10/15 for HIS 206
Revision, Effective 2/17/15 for HIS 205
Bachelor of Arts in History
- ~~HIS 203 American History to 1865 (3 credits)~~
- *HIS 205 United States History I (3 credits)*[2/17/15]
- ~~HIS 204 American History Since 1865 (3 credits)~~
- *HIS 206 United States History II (3 credits)*[2/10/15]

Page 268
Correction, Published 7/18/14
Revision, Effective for new students starting on or after 2/24/15
Bachelor of Arts in Homeland Security and Emergency Management
Program Requirements
Total number of credits required: 120 credits
General Education Requirements: *52 credits
Major Course Requirements: *39 credits
Electives: ~~35~~ ~~*38*~~ *35* credits[7/18/14] [2/24/15]
Students must earn a minimum of 30 upper-division credits.
*In this program, ~~6~~ ~~*9*~~ *6* credits from the major and 3 credits from introductory requirements may also satisfy General Education requirements.[7/18/14] [2/24/15]

- *HSM 311 Ethics & Homeland Security (3 credits) [7/18/14]
- ~~POL 355 International Relations (3 credits)~~ [2/24/15]
- *SOC 333 Research Methods (3 credits)*[2/24/15]

Page 272
Revision, Effective for new students starting on or after 2/24/15
Bachelor of Arts in Military Studies
- ~~MIL 322 The Literature of War (3 credits)~~
- *SOC 333 Research Methods (3 credits)*

Page 274
Revision, Effective for students starting on or after 10/7/14
Bachelor of Arts in Social and Criminal Justice
- ~~SOC 331 Social Justice & Ethics (3 credits)~~
- *SOC 333 Research Methods (3 credits)*

Page 275
Revision, Effective for students starting on or after 10/7/14
Revision, Effective 2/10/15
Bachelor of Arts in Social Science
- ~~PSY 101 Introduction to Psychology (3 credits)~~
- *SSC 101 Introduction to Social Science (3 credits)*[10/7/14]
- ~~PSY 302 Industrial/Organizational Psychology (3 credits)~~
- *SOC 333 Research Methods (3 credits)*[10/7/14]
- ~~HIS 204 American History Since 1865 (3 credits)~~
- *HIS 206 United States History II (3 credits)*[2/10/15]

Note: PSY 101, SOC 101, and HIS ~~204~~ *206* should be taken prior to 300-level courses and above in their respective subject areas.

Page 276
Revision, Effective for students starting on or after 10/7/14
Bachelor of Arts in Sociology
- ~~PSY 326 Research Methods (3 credits)~~
- *SOC 333 Research Methods (3 credits)*

Page 277
Addition, Effective 11/10/14
Addition, Published 1/16/15
Cultural Anthropology Minor (18 credits)
Please note: This minor is not available to students majoring in Cultural Anthropology.
Required Courses:
- ANT 234 Family, Kin, & Groups (3 credits)
- ANT 307 Anthropology of War (3 credits)
  Prerequisite: ANT 101
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
  Prerequisite: ANT 101

Choose from three of the following courses:
- ANT 340 Anthropological Theory (3 credits)
  Prerequisite: ANT 101
- ANT 343 Language, Culture, & Communication (3 credits)
  Prerequisite: ANT 101
- ANT 347 Urban Anthropology (3 credits)
  Prerequisite: ANT 340 *or SOC 315*
- ANT 353 Anthropology of Gender (3 credits)
  Prerequisite: ANT 340
- ANT 348 Native American Anthropology (3 credits)
  Prerequisite: ANT 340
- ANT 464 Applied Anthropology (3 credits)
  Prerequisite: ANT 340

Page 278
Addition, Effective 1/30/15
Global Studies Minor (18 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)
- ENG 317 International Voices (3 credits)
- POL 355 International Relations (3 credits)
- POL 353 Comparative Politics (3 credits)
- ANT 347 Urban Anthropology (3 credits)
  Prerequisite: ANT 340 or SOC 315
- ECO 320 International Economics (3 credits)

Page 278
Revision, Effective for students starting on or after 10/7/14
Health Care Administration Minor
- ~~HCA 305 The U.S. Health Care System (3 credits)~~
- *HCA 205 Introduction to Health Care (3 credits)*

Page 277
Addition, Effective 4/14/15
International Security and Military Studies Minor (18 credits)
Required Courses:
- MIL 208 Survey of the American Military since WWI (3 credits)
- MIL 212 The Military as a Peace Keeping Force (3 credits)
- MIL 275 Military Ethics (3 credits)

- ANT 307 Anthropology of War (3 credits)
- HIS 331 World War II (3 credits)
- HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)

Pages 287-289
Addition, Published 2/6/15
Admissions Requirements
- Test of English as a Foreign Language (TOEFL) *or International English Language Testing System (IELTS)* examination taken within the past two (2) years. *For the TOEFL,* a minimum score of 550 paper-based or 79 internet-based is required. *For the IELTS, a minimum score of 6.5 is required.* Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Page 291
Addition, Effective 10/14/14
Repeating Courses
A maximum of two different courses with letter grades of F or WF may be repeated at the graduate level. Both courses remain on the transcript. *Unsuccessful completion of the first course of a student's program will result in the rescheduling of the course and revision of future course sequence.* There is no restriction on the number of courses with a grade of C or W that may be repeated at the master's level so long as other requirements of satisfactory academic progress are met. The grade point average will be calculated based on the grade given in the second course. Exceptions to the limit on repeating courses must be approved by the Vice President of Academic Services, the University Registrar, or designee. Students who exceed the number of allowable F or WF grades will be academically dismissed from their program of study.

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

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

Page 293
Addition, Effective 10/14/14
Consecutive Unsuccessful Grades
Students who earn three consecutive unsuccessful grades Ashford University will be academically dismissed. Unsuccessful final grades include the following: F, W, or WF.

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

Page 302
Revision, Effective for students starting on or after 7/29/14
Master of Arts in Education
Program Requirements
- ~~EDU 639 Human Relationships & Learning in the Multicultural Environment (3 credits)~~
- *EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits) Prerequisite: EDU 650*

Pages 391-394
Revisions, Published Periodically
Ashford University Board of Trustees
Various updates are published periodically for this section. Please see this section in the Online Catalog for an accurate listing of current administration.

Page 394
Revisions, Published Periodically
Ashford University Administration
Various updates are published periodically for this section. Please see this section in the Online Catalog for an accurate listing of current administration.