



Ashford
UNIVERSITY®

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Section Two Revision

The revisions listed below apply to the 2013–2014 Ashford University Academic Catalog (revised date January 1, 2014 unless otherwise noted). To view all updates in context of the original publication, access the [Online Catalog](#).

Freedom of Inquiry and Expression

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

Exercise of Rights of Citizenship

Clinton campus students are both members of the academic community and citizens of the Clinton community. As members of the academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Students are also subject to obligations by virtue of this membership. As citizens of the Clinton community, students are subject to all local, state, and federal laws, the enforcement of which is the responsibility of duly constituted local, state, and federal authorities.

Institutional Authority and Local, State, and Federal Penalties

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

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

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the University and attends any portion of a course. FERPA protected rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit written requests that identify the record(s) they wish to inspect to the University Registrar or the Associate University Registrar-Campus Services. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the Registrar's Office will facilitate the student's access to the requested records.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Students may ask the University to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write to the Registrar, clearly identifying the part of the record they want

changed, and specifying why it should be changed.

- If the University decides not to amend the record as requested by the student, the University Registrar will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- If, as a result of the hearing, Ashford University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the student will be afforded the opportunity to place with the education record a statement commenting on the contested information in the record and/or a statement setting forth any reason for disagreeing with the decision of the hearing. The statement placed in the education record by the student will be maintained with the contested part of the record for as long as the record is maintained. When the related record is disclosed to an authorized party, the record will include the statement filed by the student.

3. The right to provide written consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. A school official may include any of the following:
 - A person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law

enforcement unit personnel and health staff);

- A person or company with whom the University has contracted (such as an attorney, auditor, or collection agent);
 - A person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution;
 - A person serving on the Board of Trustees; or
 - A student serving on an official committee, such as a disciplinary committee, or assisting another school official in performing his or her professional responsibilities.
- Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
 - The University may disclose education records without consent to parents in the following circumstances:
 - When a student is a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
 - When the student has violated any federal, state, or local law, or any rule or policy of Ashford University, governing the use or possession of alcohol or a controlled substance if Ashford University determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under the age of 21 at the time of the disclosure to the parent; or
 - The disclosure is in connection with a health or safety emergency.
 - The University may disclose education records without consent when the information is deemed necessary to protect the health or safety of the student or other individuals in an emergency.

- The University may also disclose education records without consent under other exceptions authorized by FERPA.
- Directory information can be published and/or disclosed to outside organizations without a student’s prior written consent. “Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. If the student does not want Ashford University to disclose directory information from his or her education records without your prior written consent, the student must notify the University Registrar in writing. A request for nondisclosure of directory information is valid unless or until the student requests a change in writing. Ashford University has designated the following information as directory information:
 - Student’s name
 - Participation in officially recognized activities and sports
 - Address
 - Telephone listing
 - Weight and height of members of athletic teams
 - Electronic mail address
 - Photograph
 - Degrees, honors, and awards received
 - Date and place of birth
 - Major field of study
 - Dates of attendance
 - Grade level
 - The most recent educational agency or institution attended
 - Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
 - Class rosters within the classroom
- The outcome of a campus hearing is part of the education record of any student personally identified, and is protected from release under FERPA. However, Ashford University observes the following legal exceptions:
 - Complainants and accused in sexual misconduct and sexual harassment
 - Incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
 - The University may release the final results of a disciplinary proceeding in which a student who is alleged perpetrator of a crime of violence* or non-forcible sex offense, is found in violation of the University’s Student Community Standards. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;
 - In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

**A crime of violence includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction.*

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

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

Personally Identifiable Information

The US Department of Education’s Family Educational Rights and Privacy Act (FERPA) regulations expanded the circumstances under which a student’s education records and personally identifiable information contained in such records (including Social Security Number, grades, or other

private information) may be accessed without prior consent. First, the US Comptroller General, the US Attorney General, the US Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to student records and personally identifiable information without prior consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any education program, which is defined as any program “that is ‘‘principally engaged in the provision of education,’’ such as early childhood education, elementary and secondary education, postsecondary education, special education, career and technical education, adult education, and job training, as well as any program that is administered by an education agency or institution. See 34 CFR § 99.3. Second, Federal and State Authorities may allow access to a student’s education records and personally identifiable information without prior consent to researchers performing certain types of studies, even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive any personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without prior consent personally identifiable information from a student’s education records, and they may track a student’s participation in education and other programs by linking such personally identifiable information to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Electronic Communication

Email is considered an official form of University-related communication. It is recommended that students check their email daily in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical.

Students interested in opting out of email communication should review the following section, *Online Students Consent to the Electronic Delivery of Official University Communications and Records*. Failure to check for messages and failure to receive messages due to full mailboxes, spam filtering, or auto-forwarded email are not acceptable excuses for missing official University communications.

Online students must additionally maintain and provide the University with an email address for correspondence with University administration and faculty, and students attending classes in the traditional, semester format are required to use their Ashford University-issued email address for official University communications.

Online Students Consent to the Electronic Delivery of Official University Communications and Records

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

Students may withdraw consent to electronic delivery, retention, and execution of records by sending a fax to (866) 512-7601 or a letter to the Office of the Registrar located at 13500 Evening Creek Drive North, Suite 600 San Diego, CA, 92128, including the statement “I withdraw my consent to electronic delivery, retention, and execution of records.” Any withdrawal of consent shall have prospective effect only, and shall not affect the legal effectiveness, validity or enforceability of consents, agreements, notices, disclosures, or other records provided or made

available prior to the withdrawal of consent. If such consent is withdrawn, students may be administratively withdrawn from the University.

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

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

Contact Information

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

Name Changes

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

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

Nondiscrimination

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

Students who believe they have been subjected to discrimination, misconduct, harassment, violence or retaliation in violation of this policy should follow the relevant procedure outlined in the Grievance Procedure for Student Complaints. This process involves a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether the Ashford University nondiscrimination policies have been violated. As necessary, Ashford University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

Students, staff, or faculty who report a concern or complaint relating to discrimination, misconduct, harassment, violence or retaliation concerning faculty, staff, a student or students may do so by reporting the concern to the following people.

For complaints alleging discrimination, misconduct, harassment, violence or retaliation based on gender or sex, contact the Title IX Coordinator for Ashford University:

Tremier Johnson, Associate Vice President of
Diversity and Inclusion

Phone: (800) 798-0584 extension 7089

Email: titleIX@ashford.edu

Mailing Address: 8620 Spectrum Center Blvd, San
Diego, CA 92123

For all other complaints, including discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws, contact:

Pedro Hernandez, or any member of the Student Dispute Resolution Center at Dispute.Resolution@ashford.edu, or (866) 974-5700 extension 4870.

Individuals with complaints of any nature described above also always have the right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201.

Gender or Sexual Discrimination, Misconduct, Harassment or Violence - Title IX

These policies and procedures address gender or sexual misconduct, harassment, and violence. For other gender/sex based acts of discrimination and non-gender/sex based discrimination, refer to *Grievance Procedure for Student Complaints*. For **non-gender/sex based** acts of misconduct or violence, refer to *Conduct Procedures*.

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

Definitions of Sexual Misconduct and Examples of What It Includes

SEXUAL MISCONDUCT

Sexual Misconduct Offenses include, but are not limited to:

- Sexual Harassment
- Non-Consensual Sexual Intercourse (or attempts to commit same)
- Non-Consensual Sexual Contact (or attempts to commit same)
- Sexual Exploitation
- Intimate Partner Violence

SEXUAL HARASSMENT

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

Three Types of Sexual Harassment

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive so that it alters the condition of education from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:
 - the frequency of the conduct;
 - the nature and severity of the conduct;
 - whether the conduct was physically threatening;
 - whether the conduct was humiliating;
 - the effect of the conduct on the alleged victim's mental or emotional state;
 - whether the conduct was directed at more than one person;

- whether the conduct arose in the context of other discriminatory conduct;
- whether the statement is a mere utterance of an epithet which engenders offense in an individual or offends by mere discourtesy or rudeness;
- whether the speech or conduct deserves the protections under other principles such as academic freedom.

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

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

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

Quid pro quo harassment may occur in student-to-student, faculty/staff-to-student, or student-to-faculty/staff relationships.

3. Retaliation.

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

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

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

Not all educational conduct that may be described as "harassment" affects the terms, conditions, or privileges of education. For example, a mere utterance of an ethnic, gender-based, or racial epithet which creates offensive feelings in an employee or student would not normally affect the terms and conditions of their education.

Examples of Sexual Misconduct include, but are not limited to the following:

NON-CONSENSUAL SEXUAL INTERCOURSE

Any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, without effective consent.

NON-CONSENSUAL SEXUAL CONTACT

Any intentional sexual touching, however slight, with any object, by a person upon another person, without effective consent.

SEXUAL EXPLOITATION

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

- prostituting another student;
- non-consensual video or audio-taping of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism;
- knowingly transmitting an STI or HIV to another student.

The requirements of this policy are blind to the sexual orientation or gender identity of individuals engaging in sexual activity.

INTIMATE PARTNER VIOLENCE

Intimate partner violence (IPV), also referred to as domestic violence, is violence committed by a current or former partner or spouse. It can occur

among heterosexual or same-sex couples and does not require sexual intimacy between the current or former partners/spouses. The violence can be physical, sexual and/or psychological in nature and includes threats of physical or sexual violence. The conduct can vary in frequency and severity.

SEXUAL MISCONDUCT CONFIDENTIALITY AND REPORTING POLICY

Different people at the University have different reporting responsibilities, and different abilities to maintain a student's confidentiality, depending on their roles at the University. When consulting University resources, victims should be aware of confidential and mandatory reporting options, in order to make informed choices. At the University, some resources may maintain a student's complete confidentiality, offering him or her options and advice without any obligation to tell anyone, unless he or she wants them to. Other resources are expressly there for students to report crimes and policy violations, and they will take action when a student reports his or her victimization to them. Most resources at the University fall in the middle of these two extremes. Neither the University nor the law requires them to divulge private information that a student shares with them, except in extremely rare circumstances, described subsequently. Students may seek assistance from them without starting a chain of events that takes things out of the student's control, or violates his or her privacy.

To Report Confidentially

If a student desires that details of the incident be kept confidential, he or she should speak with counselors contracted through the Wellness Corporation (Clinton campus students only), or off-campus rape crisis resources, who will maintain confidentiality. Counselors are available to help students free of charge, and can be seen on an emergency basis (Clinton campus students only).

Quasi-Confidential Reporting

A student can seek advice from certain resources that are not required to tell anyone else his or her private, personally identifiable information unless there is cause for fear for his or her safety, or the safety of others or as required by law. These resources include those without supervisory

responsibility or remedial authority to address sexual misconduct, such as faculty members, advisors to student organizations, career services staff, admissions officers, student activities personnel, and many others. If a student is unsure of someone's duties and ability to maintain his or her privacy, he or she should ask them before talking to them. They will be able to tell him or her, and help make decisions about who can help the student best. Some of these resources, such as faculty members, are instructed to share incident reports with their supervisors, but they do not share any personally identifiable information about a report unless the student gives permission, except in the rare event that the incident reveals a need to protect the student or other members of the community. If the student's personally identifiable information is shared, it will be shared with as few people as possible, and all efforts will be made to protect his or her confidentiality to the greatest extent.

Non-Confidential Reporting Options

Students are encouraged to speak to officials of the institution to make formal reports of incidents (deans, vice presidents, or other administrators with supervisory responsibilities, Clinton campus security, and human resources). Students have the right and can expect to have incidents of sexual misconduct to be taken seriously by the University when formally reported, and to have those incidents investigated and properly resolved through administrative procedures. Formal reporting does not mean that the student's report will not be confidential, but it does mean that people who need to know will be told, and information will be shared as necessary with investigators, witnesses, and the accused. The circle of people will be kept as tight as possible, to preserve the student's rights and privacy.

Procedures for Student Complaints Regarding Sexual Misconduct

FILING A COMPLAINT

Abusive sexual conduct is a threat to the entire University community. All students who believe another individual has personally violated them in a sexual manner should immediately report the incident to the Director and/or Associate Director of

Student Affairs, to University Public Safety personnel, Campus Security Authorities (CSA) and/or to local police. Students are strongly encouraged to report all incidents that threaten the student's continued well-being, safety, or security. University personnel will assist the student in notifying authorities, if requested or if required by law.

All student allegations of a violation of the Sexual Misconduct policy shall be referred to the Title IX Coordinator of Ashford University at titleIX@ashford.edu. In addition, students, faculty, and staff at the Ashford University campus in Clinton, IA may refer complaints directly to the Campus Director of Admissions and Student Affairs, who will coordinate with the Title IX Coordinator to ensure the complaint is received by the Title IX Coordinator.

The Title IX Coordinator for Ashford University, Tremier Johnson, Associate Vice President of Diversity and Inclusion, can be contacted at: Phone: (800) 798-0584, Ext. 7089
Email: titleIX@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

RECEIPT OF COMPLAINT

Upon receiving notice of a possible violation of the sexual misconduct policy, Ashford University will take immediate and appropriate steps to:

- investigate what occurred;
- take prompt and effective action to end the harassment;
- remedy the effects; and
- prevent it from occurring again.

REFERRAL TO OFFICE OF STUDENT GRIEVANCE RESOLUTION

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

- The investigation should be completed and findings issued within sixty (60) calendar days from the receipt of the complaint,

barring documented unforeseen circumstances.

- The Title IX Coordinator, Director of Student Affairs and, if necessary, Human Resources' staff will coordinate to determine the need for 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.
- In campus based complaints, the Title IX Coordinator and Deputy Title IX Coordinator will coordinate with the Campus Director of Admissions and Student Affairs and Conduct Administrator or designee and, if necessary, Human Resources' staff, to determine the need for 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.

OFFICE OF STUDENT GRIEVANCE RESOLUTION INITIAL INVESTIGATION INTO COMPLAINT

- Upon receipt of a complaint from the Title IX Coordinator, the Office of Student Grievance Resolution (OSGR) and, if necessary, Human Resources' staff, will investigate the complaint.
- OSGR and, if necessary, Human Resources' staff, will determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a University proxy or representative;
- OSGR and, if necessary, Human Resources' staff, will collaborate with the complainant to identify the correct policies allegedly violated;
- OSGR and, if necessary, Human Resources' staff, will conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual, and what policy violations should be alleged as part of the complaint. If reasonable cause exists, OSGR and, if necessary, Human Resources' staff, will

prepare a Notice of Charges on the basis of the initial investigation and submit to the Title IX Coordinator and, if necessary, Employee Relations, for further action.

- Once the Title IX Coordinator receives a copy of the report of initial findings, the Title IX Coordinator, the Deputy Title IX Coordinator and Vice President of Student and Alumni Affairs and, if necessary, Human Resources' staff, will review the findings and make a determination as to whether reasonable cause exists to bring charges against the accused individual. If reasonable cause exists, the matter shall proceed to a formal investigation.
- If the Title IX Coordinator, Deputy Title IX Coordinator and Vice President of Student and Alumni Affairs and, if necessary, Human Resources' staff, determine there is insufficient evidence to support reasonable cause, the Conduct Administrator or designee will simultaneously inform the complainant and the accused that the investigation is discontinued.
- The complainant has the right to meet with the Title IX Coordinator to receive information as to why the investigation was terminated.
- Where the Title IX Coordinator, Deputy Title IX Coordinator and, VP of Student and Alumni Affairs and, if necessary, Human Resources' staff, affirm an investigator finding that there is insufficient evidence to support reasonable cause, the complaint will be closed and the Conduct Administrator or designee or if necessary, Human Resources, will simultaneously inform the complainant and the accused that the investigation is discontinued and will reverse any interim, short term actions taken.

NOTICE OF CHARGES AND CONTINUED INVESTIGATION OF COMPLAINT

- If the Title IX Coordinator and Deputy Title IX Coordinator and VP of Student and Alumni Affairs determine there is sufficient evidence to support reasonable cause and approve the charges, the investigator, Title

IX Coordinator and Deputy Title IX Coordinator and VP of Student and Alumni Affairs will collaborate with the Conduct Administrator or designee, Campus Director of Admissions and Student Affairs for Campus based cases or if necessary, Human Resources' staff, to determine the need for additional, short term remedial actions for any parties involved in the complaint. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out by Conduct Administrator or designee, Campus personnel, and if necessary, Human Resources. The Conduct Administrator or designee, Campus personnel or if necessary, Human Resources' staff, will communicate to the complainant the continuation of the investigation and intent to present the accused with a Notice of Charges. The Conduct Administrator or designee, if necessary, Human Resources' staff, will simultaneously present the accused with the official Notice of Charges. The Conduct Administrator or designee, Campus personnel or if necessary, Human Resources' staff, will also communicate and carry out all additional, short term remedial actions for any involved party that is a student; Human Resources will also communicate and carry out all additional, short term remedial actions for any involved party that is an employee deemed necessary, prior to the continuation of the investigation.

- The investigator will continue the investigation and conduct a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including as much as reasonably possible, giving each party an equal opportunity to present witnesses and other evidence.
- The investigator will complete the investigation without unreasonable deviation from the intended timeline;
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX Coordinator or Human Resources' staff,;

- The investigator will make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not);
- Upon completion of the investigation, the investigator will present all findings to the Title IX Coordinator, Deputy Title IX coordinator and Vice President of Student and Alumni Affairs.
- Once the investigation findings by the Office of Student Grievance Resolution are approved by the Title IX Coordinator, the Title IX Coordinator will communicate the results to the Conduct Administrator or designee and, if necessary, Human Resources' staff.

INVESTIGATION FINDINGS: COMMUNICATION

- The Conduct Administrator or designee or, if necessary, Human Resources' staff, will simultaneously communicate the findings to the accused and the complainant.
- Where the preponderance of the evidence does not support a finding against the accused for the alleged violation(s), the investigation will be closed. The Conduct Administrator or designee, or, if necessary, Human Resources' staff, will simultaneously communicate the findings to the accused and the complainant.. Additionally, where the accused is found not responsible for a violation, the Conduct Administrator or designee, or, if necessary, Human Resources' staff, will consult with the Title IX Coordinator, Deputy Title IX Coordinator to consider the reversal of any remedial actions taken.
- Where the accused is found responsible for a violation, the accused or the complainant may appeal the findings in part or in whole; the Conduct Administrator or designee, or Campus personnel will advise the rejecting party of the criteria for appeal of the findings when communicating the findings.

INVESTIGATION FINDINGS: ACCEPTANCE

- If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX coordinator within three (3) business days of communication of findings. If the complainant and/or accused individual do not indicate his/her acceptance or Appeal of the findings within three (3) business days of communication, non-communication will be considered acceptance and the University will proceed accordingly with the process four (4) days following communication of the investigation findings.
- The Title IX Coordinator, Deputy Title IX Coordinator and the Vice President of Student & Alumni Affairs will review all case information and determine appropriate sanctions within five (5) business days following notification of all findings to the complainant and accused individual, barring documented unforeseen circumstances. If the accused is an employee, HR in coordination with the Title IX coordinator will determine appropriate sanctions. Once the sanction(s) is determined the Title IX Coordinator will inform the Conduct Administrator or designee and Office of Student Grievance Resolution and HR (if necessary) of the sanction determination. The Conduct Administrator or designee, or Human Resources (if necessary) shall, within two (2) business days of the notification of sanctions, barring documented unforeseen circumstances, simultaneously inform the complainant and the accused of the sanction decision, in writing.
- Sanctions against student(s) determined by this process are subject to the Sanction Appeal Process by either the accused or complainant.

INVESTIGATION FINDINGS: APPEAL

- If the complainant and/or accused individual(s) disagree with the findings in part or in totality, either the complainant or

the accused may appeal the finding in totality or in part on the following bases:

- The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation, that could be outcome determinative;
- The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
- The accused and/or complainant challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or,
- The accused and/or complainant allege bias by the investigator, Title IX Coordinator or the Deputy Title IX Coordinator which deprived the process of impartiality in a way that was outcome determinative.

The accused and/or complainant has five (5) business days , barring documented unforeseen circumstances, from the date of the communication of the findings to present the formal notification of appeal, in writing, to the Title IX Coordinator. The Title IX Coordinator for Ashford University, Tremier Johnson, Associate Vice President of Diversity and Inclusion, can be contacted at:

Email: titleIX@ashford.edu

Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

INVESTIGATION FINDING: APPEAL PROCESS

- Upon receipt of either parties appeal of the findings, the Title IX Coordinator will acknowledge receipt of the notice within three (3) business days.
- The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal. The appeal must be accompanied by any relevant

new information or evidence that was not available during the investigation phase of the process.

- The Provost or his/her designee will review all cases presented for appeal within five (5) business days of the Title IX Coordinator's acknowledgement of the party's intent to appeal, barring documented unforeseen circumstances, to determine if the presented grounds for appeal and supporting information will be accepted or rejected.
- If the appeal does not meet the stated grounds for the appeal , the appeal will be rejected by the Provost or designee and the decision to reject the appeal communicated to the Title IX Coordinator. The Title IX Coordinator will inform the Conduct Administrator or designee and if necessary Human Resources and the Office of Student Grievance Resolution of the decision. The Conduct Administrator or designee, shall, within two (2) business days of the appeal determination, barring documented unforeseen circumstances, simultaneously inform the complainant and the accused of the appeal decision.
- If the appeal is rejected by the Provost or designee, the Conduct Administrator or designee, or Campus personnel will then convene a Student Community Standards Formal Hearing to determine sanctions within seven (7) business days following the communication of the rejection of the appeal, barring documented unforeseen circumstances.
- If the Provost or designee determines there is sufficient evidence to support an appeal, the Provost or designee will inform the Title IX Coordinator of this determination within five (5) business days of the Title IX Coordinator's acknowledgement of the party's intent to appeal.
- If the appeal determination requires a review of the investigation, the Title IX Coordinator will then return the case to the Office of Student Grievance Resolution for further investigation within three (3) business days of receipt of the appeal determination by the Provost and a new investigator will be assigned.

- The appeal investigation will be completed within fourteen (14) calendar days of submission to the Office of Student Grievance Resolution by the Title IX Coordinator, barring documented circumstances that may extend the investigation.
- Upon completion of the appeal review, the investigator will present all findings to the Title IX Coordinator.
- Once the appeal review findings by the Office of Student Grievance Resolution are submitted to the Title IX Coordinator, the Title IX Coordinator, in consultation with the Deputy Title IX Coordinator and VP of Student and Alumni Affairs will make an appeal determination. The Title IX Coordinator will report the outcome to the Conduct Administrator or designee or if necessary, to Human Resources, who will in turn communicate the appeal findings to the complainant and then the accused.
- Where the accused individual is found not responsible for the alleged violation(s) upon appeal, the investigation will be closed. The Conduct Administrator or designee, or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously.
- Additionally, the Conduct Administrator or designee will consult with the Title IX Coordinator, Deputy Title IX Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.
- Where the accused individual is found responsible for the alleged violation(s) upon appeal, the Conduct Administrator or designee or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously.
- The Conduct Administrator or designee will then convene a Student Community Standards Formal Hearing to determine sanctions within seven (7) business days of the communication of findings of the appeal, barring documented unforeseen circumstances.

ADDITIONAL INFORMATION FOR SEXUAL MISCONDUCT INVESTIGATIONS

Attempted Violations. In most circumstances, Ashford University will treat attempts to commit any of the violations listed in the Student Community Standards as if those attempts had been completed.

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

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

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

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

No-Contact Order. Students are entitled to seek a no-contact order that imposes reasonable restrictions on student contact during and after campus conduct proceedings.

Right to an Immediate Process. Ashford University takes immediate and appropriate action to investigate sexual misconduct complaints.

List of Witnesses and Copies of Documentary Evidence. University encourages an exchange of information between the parties in advance of the hearing, including an exchange of the complaint and answer, witness lists, and other written statements that may be available.

Sexual History/Character. All parties to a complaint have a right not to face questions or discussion of their sexual history or character unless the hearing chair or administrative hearing officer determines that such information is highly relevant to determining whether the policy has been violated.

Separate Testimony Options. Any complainant can request to give his or her testimony via alternate means to being in the physical presence of the person he or she has accused. Telephony, screens, and closed-circuit broadcasts may be permitted, but not to the disadvantage of the accused student.

Notice of When Complaint Delivered to Accused. Complainants are notified in advance regarding when notice of the complaint is delivered to the accused, so as to protect Complainants from potential retaliation.

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

Right to Know Outcome and Sanctions. Whether in writing or informed orally, the complainant and the accused have the right to know the outcome and sanctions.

Right to be Informed of Appeal Status. The parties will be informed by the Conduct Administrator or designee if an appeal is granted.

SANCTION STATEMENT

- Any accused found responsible for violating the policy on Sexual Misconduct may receive a sanction ranging from warning to expulsion/termination, depending on the severity of the incident, and taking into account any previous documented conduct issues. If the accused individual is an employee, sanctions will be determined by

Human Resources in consultation with the Title IX Coordinator.

- In any complaint where there is a finding of violation of the sexual misconduct policy, the sanctioning, in addition to standard sanctioning principles, will be guided by the following goals to:
 - Ensure that the sexual misconduct is brought to an end;
 - Make reasonable efforts to prevent the reoccurrence of the sexual misconduct in the future;
 - Restore the victim, as much as possible, to his or her pre-deprivation status and undo the effects of sexual misconduct upon him or her. Changes to academic and/or residential living situations may be made.

SANCTION: PROCESS (STUDENT)

Administrative Hearing (Student)

The Title IX Coordinator, Deputy Title IX Coordinator and the Vice President of Student & Alumni Affairs will review all case information and determine appropriate sanctions within five (5) business days of notification of acceptance of all findings to the Title IX Coordinator, barring documented unforeseen circumstances. If the accused is an employee, Human Resources in coordination with the Title IX coordinator will determine appropriate sanctions.

Student Community Standards Formal Hearing For Sanctioning (Student)

- The Conduct Administrator or designee may delegate decision making authority to a committee consisting of representatives from the following: Full-time faculty, Financial Services, Student Services, the Office of the Registrar, and/or senior academic administration.
- At the hearing, the findings of the investigation will be admitted and reviewed. The investigator(s) should be available to discuss the investigation and to provide clarification as needed to the hearing panel.

The hearing will determine appropriate sanctions for the violation(s). The goal of the hearing is to provide an equitable resolution via an equitable process. Specific information regarding hearing procedures is detailed in the section titled Additional Information for Sexual Misconduct Investigations of this Catalog.

The Student Community Standards Committee will recommend an appropriate sanction for the violation(s) and present the recommendation to the Conduct Administrator or designee and Title IX Coordinator. The Title IX Coordinator, Deputy Title IX Coordinator and Vice President of Student and Alumni Affairs have final decision making authority with respect to the sanctions to be applied.

The Title IX Coordinator will communicate the sanctions to the Campus personnel, Conduct Administrator or designee, who will communicate the sanctions to the accused individual(s) and the complainant within seven (7) business days of the communication of the sanction determination, barring documented unforeseen circumstances.

SANCTION: APPEAL PROCESS (STUDENTS ONLY)

- Where either party, the accused or the complainant, disagrees with any delivered sanction(s), either has five (5) business days from the date sanctions are communicated, barring documented unforeseen circumstances, to present an appeal of the sanctions, in writing, to the Title IX Coordinator. The written request for appeal of the sanctions must state one or more of the five (5) bases for appeal (detailed below) along with facts and information that support the grounds for appeal; and be accompanied by any relevant, new information or evidence that was not available during the investigation phase of the process. The Title IX Coordinator will forward all case information to the Provost or designee who will make a determination as to whether there is sufficient evidence to

support an appeal of sanctions on the basis of:

- the availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
 - a potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative;
 - the evidence presented during the investigation process may have been insufficient to find the individual responsible by a preponderance of the evidence; or,
 - the potential of bias by a panel member(s) which may have deprived the process of impartiality in a way that was outcome determinative.
 - a belief that a sanction(s) is substantially disproportionate to the severity of the offense.
- The sanction appeal will be reviewed by the Provost or designee within five (5) business days of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.
 - If the appeal does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Provost or designee and the decision to reject the appeal communicated to the Title IX Coordinator. The Title IX Coordinator will inform the Conduct Administrator or designee and if necessary Human Resources and the Office of Student Grievance Resolution of the decision.
 - The Conduct Administrator or designee, will simultaneously inform the complainant and the accused of the rejection of the appeal within seven (7) business days of the determination, barring documented unforeseen circumstances.
 - The Conduct Administrator or designee will impose all sanctions on the accused student for the violation. Human Resources will impose all sanctions on the accused employee. Once the sanctions are carried out, the Conduct Administrator or designee

will inform the Title IX Coordinator and Office of Student Grievance Resolution, thereby closing the case.

- If the sanctions appeal is granted, the Title IX Coordinator, Deputy Title IX Coordinator and the Vice President of Student & Alumni Affairs will review all Student Community Standards Committee appeal information presented with the appeal and make a final sanction determination.
- Any appeal of a sanctioning decision made by Title IX Coordinator, Deputy Title IX Coordinator and the Vice President of Student & Alumni Affairs will be reviewed by an impartial third party.
- Sanction appeal decisions will be completed within fourteen (14) calendar days of acceptance of the appeal grounds, barring documented circumstances that may extend the determination.
- The Title IX Coordinator will inform the Conduct Administrator or designee and Office of Student Grievance Resolution of the final sanction decision.
- The Conduct Administrator or designee, of Human Resources if necessary, will simultaneously inform the complainant and the accused of the appeal decision within seven (7) business days of the decision, barring documented unforeseen circumstances.
- The Conduct Administrator or designee will impose all sanctions for the violation. Once the sanctions are carried out, the Conduct Administrator or designee will inform the Title IX Coordinator and Office of Student Grievance Resolution, thereby closing the case.

SPECIAL PROCEDURAL PROVISIONS FOR SEXUAL MISCONDUCT SANCTION HEARINGS

Right to a Closed Hearing. The sanction hearing will be closed to the public, and only those who have a legitimate reason to be present will be permitted to be present.

Advisor/Advocate. The accused and complainant to sexual misconduct complaints have the right to

have an advisor/advocate be present during the sanctioning hearing.

Right to be Present for Sanctioning Proceeding.

Each party has the right to be present during Student Community Standards Hearing.

Grievance Procedure for Student Complaints*

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

Students pursuing grades appeals, transfer credit appeals, appeals of satisfactory academic progress dismissal, or appeals of Student Community Standards Committee findings, should follow the procedures for these appeals outlined elsewhere in this *Catalog*. For financial complaints, students should first contact his or her designated Student Advisor (or supervisor). Students may not use the grievance process to challenge course content, unless that challenge relates to a civil rights concern. For questions about course content, students should contact the Clinton Campus Dean or Executive Dean of the college in which they are enrolled.

Initiators 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.

Step I: Informal Departmental Dispute Resolution. Whenever possible, the problem or complaint first should be discussed with the individual involved in the complaint (e.g., with the Advisor, Instructional Specialist, Instructor, Manager, etc.). If satisfactory resolution is not reached after discussion with the individual, the student should contact the individual's direct supervisor to attempt to resolve the complaint. The University does not require a student to contact the person involved or that person's supervisor if doing so is impracticable. If the student's concerns remain unresolved or if he or she is not satisfied with the resolution after six (6) business days,** the student may proceed to Step II.

Step II: Informal Facilitation/Mediation. The Student Dispute Resolution Center (Center) offers students, alumni, prospective applicants, former students and others with concerns about something related to the student experience an opportunity to swiftly and fairly resolve confusion, frustration, or a dispute through confidential dispute resolution. The University vests the Student Dispute Resolution Center with the limited authority to resolve certain student concerns quickly. A student may contact the Center at (866) 974-5700, extension 4870 or at Dispute.Resolution@ashford.edu. Students also may complete and submit the *Informal Student Dispute Resolution* form available at www.ashford.edu/student_services/center.htm to Dispute.Resolution@ashford.edu or to fax number (877) 817-6732. Within three (3) business days of the submission of this form, a Student Dispute Resolution Specialist will contact the student and attempt to help him or her resolve his or her dispute informally.

Students also have the option to participate in confidential, interest-based facilitated negotiation (except in instances of alleged sexual harassment or violence. For those types of complaints, please see the section entitled *Gender or Sexual Discrimination, Misconduct, Harassment or Violence - Title IX* in this section of the *Catalog*). To initiate the mediation process, students may submit a *Request to Mediate and Confidentiality* form available at www.ashford.edu/student_services/mediation.htm to Mediation@ashford.edu or to fax number (877) 817-6734 or call (866) 974-5700, extension 4870. Within three (3) business days of the submission of this form, a neutral Student Dispute Resolution Facilitator will contact the student to schedule the facilitation or mediation. If the student and the University have not reached an agreement that resolves the student's concerns within ten (10) business days, he or she may proceed to Step III. The mediation process is confidential. Students should feel welcome to call the Office of Student Facilitation & Mediation at any time with questions about the Mediation Process at (866) 974-5700, extension 4720 or Mediation@ashford.edu.

Additional information about mediation and what to expect during the process is available on the website

at www.ashford.edu/student_services/mediation.htm.

Step III: Formal Grievance Process. Once the Informal Departmental Dispute Resolution process and the Informal Facilitation/Mediation processes have been completed, a student may submit the *Formal Grievance Submission* form available at www.ashford.edu/student_services/grievance.htm to Grievance.Resolution@ashford.edu or to fax number (877) 286-7711 to initiate the formal grievance process.

Initiators are encouraged to submit the completed form within thirty (30) calendar days of completing the informal dispute resolution process.

Except in cases where the University administration determines that notice may endanger the health or safety of the initiator or other persons, individuals named in the grievance may be notified of allegations that involve them.

Phase One: Review and Evaluation

Within five (5) business days, the University will review the *Formal Grievance Submission* form to ensure that:

1. Efforts at informal dispute resolution have occurred;
2. The form is complete;
3. The allegations stated are considered a grievance as outlined in this *Catalog*.

If clarification or additional information is required, a Student Grievance Resolution Administrator will contact the student to discuss his or her grievance and provide guidance about any additional information that might be needed to proceed to the next phase.

Phase Two: Investigation and Fact Finding

The University will have thirty (30) business days to investigate the concerns and allegations raised in the *Formal Grievance Submission* form. During the investigation phase, the Student Grievance Resolution Administrator will contact the student and others with relevant information to discuss his or her concerns. The student's participation in the process is valuable and desirable, and the Student Grievance Resolution 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. After the expiration of the thirty (30) business day investigation phase, the Administrator will not be able to accept any new information or evidence relating to the student's grievance.

Phase Three: Evaluation and Response

After the conclusion of the investigation phase, the Director of Student Grievance Resolution will have ten (10) business days to provide the student with a written response to his or her grievance. Generally, formal grievances are evaluated through a collaborative process that involves the Clinton Campus or Executive Dean of the School or College in which the student is enrolled, University Provost, Vice President/Campus Director, Vice President of Student Services, Director of Student Affairs, or designee who have decision making authority in regards to formal grievances. Student Grievance Resolution Administrators are designated to impartially investigate the dispute and present a recommendation to those with decision-making authority.

The Clinton Campus or Executive Dean of the School or College in which the student is enrolled, University Provost, Vice President/Campus Director, Vice President of Student Services, Director of Student Affairs, or designee may delegate decision making authority to a grievance committee consisting of representatives from the following departments: Academics, Compliance, Registrar, Student Success, Student Finance, Student Affairs, Student Services, Financial Student Services, the Clinton Campus or Executive Deans, and/or Admissions. Those with decision-making authority will use the preponderance of the evidence (more likely than not) as the standard for reviewing, evaluating and deciding the outcome of the grievance.

Under certain stated circumstances, 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 Formal Grievance Response. The grievance response issued by the University may be appealed by completing and submitting the *Presidential Appeal* form to GrievanceAppeal@ashford.edu within ten (10) business days of the date on the response letter. Students may appeal only on the following grounds:

1. To consider new evidence, unavailable during the original investigation, that could be outcome determinative;
2. To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
3. To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or,
4. To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome determinative.

Phase One: Review and Evaluation

Within five (5) business days, the University will review the *Presidential Appeal* form to ensure that:

1. It states one or more of the four (4) grounds for appeal; and
2. 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 or include new information or evidence to evaluate, the student will be notified that no action will be taken on the appeal and will be given the option to amend the appeal within five (5) business days of receiving notice that no action will be taken on the appeal as it was submitted. Students will be allowed this five (5) day window to amend and cure the appeal once.

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 of the Presidential Appeal Process. The President or designee will use the preponderance of the evidence standard of review (more likely than not) to make a

determination of an appeal of the formal grievance outcome. The President's determination shall be final.

Please note that Ashford University values its students and wants to create multiple avenues for students to bring forth concerns. In addition to the previously described complaint procedures, at any time, an initiator 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 "initiator" are used interchangeably and refer to a prospective applicant, applicant, student, former student, alumnus, individual with a concern relating to the student experience, or person who has an outstanding financial obligation to the University. Individuals who have concerns related to the student experience will be directed to use these procedures. Complaints initiated by attorneys on behalf of students will be processed according to Step IV of this policy.*

***Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized national holidays. In cases where additional time is needed in the investigation of a complaint, students will be notified accordingly.*

Complaints to Accrediting Bodies

Students may file a complaint with the University's institutional accrediting body by contacting WASC Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001, www.wascsenior.org.

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

Note: Please refer to <http://www.ashford.edu/statedisclosure.htm> for state-specific grievance information.

Disability Support Services

The University is committed to providing an equal opportunity to access a full educational experience.

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

Effective Communication for Persons with Disabilities

Ashford University will provide information to interested persons with disabilities concerning the existence of support services and accommodations to ensure accessible programs, services, and activities of the University. The University will ensure that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services. The University will furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities.

Disability Documentation

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

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

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

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

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

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

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

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary Of Performance (SOP), and teacher observations.** External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

A Note about Documentation:

These guidelines apply to students taking Ashford University classes. Students should be aware that other universities and testing agencies (which administer standardized tests such as the Graduate

Record Exam and Law School Admission Test) may require more extensive documentation, and should check out their requirements well in advance.

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

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

Guidance and Section-by-Section Analysis provides these examples of types of information to consider: "recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant's history of diagnosis, participation in a special education program, observations by educators, or the applicant's past use of testing accommodations." 28 C.F.R part 36 (2010)
AHEAD. (2012). Supporting Accommodation Requests: Guidance on Documentation Practices. Retrieved from <http://www.ahead.org/resources/documentation-guidance>

Contact Information

Students who believe they are in need of accommodations should contact the Office of Student Access and Wellness at access@ashford.edu or review general information regarding disability services and accommodations at www.ashford.edu/accessandwellness. Students who have a concern about their disability accommodations may contact the Student Access and Wellness Manager. Formal complaints will be handled in accordance with the *Grievance*

Procedure for Student Complaints which is outlined in this section of the *Catalog*.

For additional information on Clinton Campus Accessibility for Students with Disabilities see the *Student Services, Health, and Safety* section of this *Catalog*.

Travel Studies for Students with Disabilities

Ashford University prides itself on its mission to provide accessible educational opportunities to its students, and takes its commitment to students with disabilities seriously. Students who wish to participate in Ashford University's Travel Studies courses, and anticipate needs due to a disability, are encouraged to seek information and explore their options by opening a dialog regarding Travel Studies with Ashford University's Office of Student Access and Wellness and the Travel Studies Coordinator.

Ashford University will comply with all applicable federal and state laws and regulations for all domestic travel experiences, including providing reasonable accommodations to qualified individuals. However, under the federal and state laws, the University is not required to provide additional funding, additional supports, or special facilities to accommodate students with disabilities who wish to participate in international travel experiences (study programs outside of the territorial United States). Ashford University cannot guarantee that Travel Studies programs taking place abroad will be as accessible to persons with disabilities as programs provided within the territorial United States.

Student Community Standards

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

Discrimination, Misconduct, Harassment or Violence - Title IX, and Grievance Procedure for Student Complaints.

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

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

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

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

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

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

Jurisdiction over Student Conduct

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

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

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

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

Conduct Expectations

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

The student conduct process at Ashford University is not intended to punish students. Rather, it exists to protect the interests of the community, and to challenge those whose behavior is not in accordance

with the Standards. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with University community expectations. When a student is unable to conform his or her behavior to community expectations, the student conduct process may determine that he or she should no longer share in the privilege of participating in this community.

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

The Standards

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

Integrity

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

- Knowingly furnishing false, falsified, or forged information to any member of the University community, such as falsification or misuse of documents, accounts, records, identification, or financial instruments;
- Selling or otherwise providing course work, including exams, papers, and projects to third parties, which may be used for

submission in fulfillment of any course or academic program requirement.

- Acts of academic dishonesty, as defined in this *Catalog*;
- Unauthorized possession, duplication, or use of means of access (keys, cards, etc.) to any University building;
- Unauthorized possession, duplication, or use of Course Material Benefits other than the sole intended eligible recipient;
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law;
- Violations of positions of trust or authority within the community;
- Tampering with the election of any University recognized student organization.

Community

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

- Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespass;
- Misuse or unauthorized use of University or organizational names and images;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized taking of the property of the University or personal property of a member of the University community which is on the Clinton campus;
- Intentional and unauthorized destruction or damage to University property or to the property of another;
- Misuse of University computing facilities, as described in this *Catalog*;
- Electronic Mail Abuse, as described in this *Catalog*;
- Sharing with others or taking from others, passwords to University issued email accounts, student portal, online learning platform, etc.;
- Gambling;
- Possession of firearms, simulated weapons, fireworks, explosives, other weapons (including, but not limited to BB/pellet guns,

slingshots, and sharp edged instruments, such as hatchets when used as weapons), or dangerous chemicals while on the Clinton campus, unless properly authorized by the University President or VP/Campus Director;

- Violation of state, local, or Clinton campus fire policies, including:
 - Failure to evacuate a University-owned building during a fire alarm;
 - Improper use of University fire safety equipment; and
 - Tampering with or improperly engaging a fire alarm in a University building.

Fairness

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

- Disruption of University operations, including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on the Clinton campus or online;
- Obstruction of freedom of movement by community members or visitors;
- Abuse, interference or failing to comply in University processes including Student Community Standards hearings;
- Abuse of the University conduct system, including:
- Failure to attend meetings scheduled for conduct code administration purposes;
- Falsification, distortion, or misrepresentation of information;
- Failure to provide, destroying, or hiding information during an investigation of an alleged policy violation;
- Attempting to discourage an individual's proper participation in, or use of, the University conduct system;
- Harassment (verbal or physical) and/or intimidation of a member of a University conduct body prior to, during, and/or after a University conduct proceeding;

- Failure to comply with the sanction(s) imposed by the University conduct system;
- Influencing or attempting to influence another person to commit an abuse of the University conduct system.

Respect

Ashford University students show respect for each other, for property, and for the community.

Behavior that violates this value includes, but is not limited to:

- Threatening or causing physical harm, extreme verbal abuse, or any other conduct which threatens or endangers the health or safety of any person;
- Discrimination, intimidation, discriminatory harassment (as defined in this *Catalog*);
- Hazing (as defined in this *Catalog*);
- Violence between those in an intimate relationship to each other;
- Stalking, defined as repetitive, menacing pursuit, following, harassment and/or interference with the peace and/or safety of a member of the community; or the safety of any of the immediate family of members of the community.
- Sexual misconduct (as defined in this *Catalog*), including:
 - sexual harassment
 - non-consensual sexual contact
 - non-consensual sexual intercourse
 - sexual exploitation
 - intimate partner violence (IPV)
- Inappropriate conduct which is disorderly, disruptive, obscene, or indecent while on campus or at functions sponsored by, or participated in by, the University or while engaged in any form of communication with members of the University community;
- Failure to comply with directions of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so;
- Smoking in any University building or campus area designated as non-smoking.

Responsibility

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

- Use, possession, manufacture, or distribution of alcoholic beverages on campus
- Use, possession, or distribution of narcotic, or other controlled substances, as well as drug paraphernalia, except as expressly permitted by law; (Please see the full policy in this *Catalog*);
- Abuse or misuse of prescriptions or over-the-counter medications;
- Assisting in the violation of University policies or public laws;
- Allegations of violations of federal, state, or local laws which affect the interests of the University community, whether on or off-campus;
- The knowing failure of any organized group to exercise preventive measures relative to violations of this Student Community Standards by members;
- Violation of other published University policies, rules, or policies;
- Intentionally or recklessly causing a fire which damages University or personal property, or which causes injury to any member of the community;
- Littering and posting of notices in non-designated spaces or without approval from the appropriate University personnel and unauthorized distribution or sale of goods on campus;
- Violation of University traffic and parking regulations;
- Leaving children or animals unattended on campus;
- Use of bicycles, skateboards, roller blades, and any other non-motorized vehicle or equipment (except wheelchairs) outside designated areas.

Specific Policies on Academic Integrity and Academic Dishonesty

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

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

As part of the University's policy on academic integrity, it is expected that students will not submit an assignment that is an exact copy of work previously submitted in another course at any institution. The University understands that work within a discipline is interconnected and expects students, when writing about similar topics, to enhance and refine the content of an assignment as they progress through their program of study. It is not acceptable under any circumstance to submit the exact same paper without enhancing or refining the concepts contained in the assignment. Submitting an exact copy of work previously submitted in another course may affect one's grade adversely or considered a violation of the Student Community Standard of Integrity.

Academic dishonesty is a serious offense at the University because it undermines the bonds of trust

and personal responsibility between and among students and faculty, weakens the credibility of the academic enterprise, and defrauds those who believe in the value and integrity of the degree. Ashford University will consider the cumulative record of any student with respect to academic integrity violations, regardless of the student's current academic program or status.

For example, violations of the academic integrity policy while an undergraduate, but not discovered until the student is enrolled in an Ashford graduate program, will be addressed during the student's graduate program. This may result in sanctions, a change in the student's eligibility status for his or her graduate enrollment, and/or impact retroactively on the student's fulfillment of all undergraduate program requirements. Academic dishonesty may take several forms:

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

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

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

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

Acts of plagiarism include, but are not limited to:

- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, etc.;
- The modification of text with the intent of changing verbiage, changing words, or

interspacing the student's work into the plagiarized work;

- "Copy and paste" plagiarism, which involves copying and pasting materials from Internet sources and presenting them as one's original work;
- The use and representation of another student's work as one's own, even if the student has the permission of the other student. The use of another's work constitutes an act of collusion, which constitutes an act of plagiarism;
- The use of materials purchased from Internet or other outside sources; or
- Paraphrasing or summarizing another's work without giving appropriate credit.

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

Avoiding Plagiarism: Address any questions regarding plagiarism to the course instructor. Students should be aware that Ashford University instructors utilize anti-plagiarism resources to determine the originality of submitted written work. These tools compare students' work with texts available in internal databases and through Internet searches.

Consequences for Academic Dishonesty

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to: failure to receive credit on an academic exercise, course failure, and/or dismissal from the University. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but not reported until after the graduation of the offending student. There is no time limit on reporting violations of the Academic Integrity policy

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

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

The student may be asked to meet for either an informal hearing or a Formal Hearing (Students Community Standards Committee). Student Affairs will not reconsider the issue of student responsibility as determined by the Academic Resolution Department (online modality) or the College Dean (Clinton campus modality), but will only determine appropriate sanctions to be applied, up to and including, removal from the University.

Technology Policies

Misconduct Online

Students are cautioned that behavior conducted online, such as harassment delivered by email, can subject them to University conduct action, if there is a University impact from the cyber-conduct.

Students must also be aware that blogs, web pages, social media websites, and similar online communications are in the public sphere, and are not private. These postings can subject a student to allegations of conduct violations, if evidence of policy violations is posted online. The University does not regularly go hunting for this information, but will take action if and when such information is brought to the attention of University officials. Electronic Mail: The following uses of University electronic mail are prohibited.

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

Personal Electronic Mail for Ashford University Students:

Students are responsible for any and all activity and communication that takes place using the electronic mail account registered with the University. The University issues an email account to on-campus students. The University highly encourages online

students to create a personal, unshared email address for communication with the University.

Online Communication: Written communication in an online community is an extremely important factor in online educational programs. The ability to communicate clearly and effectively is crucial to the success of all online learning programs.

Professional language relevant to the course content should be used in the online discussion postings.

Students are expected to follow the rules of Netiquette, as posted in their online courses. The following are examples of behaviors that could substantially disrupt the online learning environment and will not be tolerated:

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

Solicitation: It is against policy and inappropriate for students to use the communication channels within the online learning platform to solicit other users for personal or professional reasons. Students may not send emails to classmates or post messages that attempt to sell products, promote business, or solicit employees.

Misuse of Technology Resources: University technology resources are to be used to advance the University's mission of education, scholarship, and service. Students may use these resources for purposes related to their studies or research or other University-sanctioned activities. These resources include, but are not limited to, hardware (including telephones, computers, and traditional media equipment) either owned or leased by the University, software, and consulting time (and expertise) of the Information Technology Services or other University technology support staff. The use of technology resources provided by the University for commercial or other purposes not directly related to study, research, or University-

sanctioned activities should be considered as secondary activities (i.e., personal or otherwise). Should such secondary activity in any way interfere with primary activities, the secondary activity must be terminated immediately.

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

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

- Disruption or unauthorized monitoring of electronic communications or of computer accounts; and
- Inappropriate/widespread email distribution.

Online Netiquette Rules

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

Instructors and Students in an Online Community should be:

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

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

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

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

The following behaviors should be avoided:

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

of communicating. Avoid using all capital letters in online communications.

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

Conspiracy to Commit Fraud against the University

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

- Knowingly furnishing false, falsified, or forged information to any member of the University Community, such as falsification or misuse of documents, accounts, records, identification or financial instruments;
- Acts of academic dishonesty, as defined in this *Catalog*; or
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law.

When members of groups, individuals acting in collusion, or members of an organization act in concert in violation of this policy, they may be held accountable as a group. To prevent fraud, the Director of Student Affairs may, in lieu of Student Community Standards proceedings, impose individual and/or group sanctions up to and including immediate expulsion from the University, subject to appeal, upon a determination of student involvement in such behavior. Determinations will be made with respect to the involvement of each accused individual. In most circumstances, Ashford University will treat attempts to commit any of the violations listed previously as if those attempts had been completed.

Gambling Policy

Students are expected to abide by all federal, state, and local laws prohibiting illegal gambling, including online gaming. Gambling for money or other things of value on campus or at University-

sponsored activities is prohibited except as permitted by law.

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

Hazing

All acts of hazing by any individual student and University registered student club or organization and any of its members or alumni are prohibited. Students are entitled to be treated with consideration and respect, and no individual may perform an act that is likely to cause physical or psychological harm or social ostracism to any other person within the University community.

Accordingly, the following behavior is expressly forbidden as hazing when related to the admission, initiation, pledging, joining, or any other group-affiliation activity:

- Physical abuse (on or off campus), including but not limited to paddling, slapping, kicking, choking, scratching and exposure to extreme (i.e., cold or hot) water temperatures, the consumption of disgusting and/or dangerous concoctions, alcohol, or drugs;
- Causing excessive mental stress, including but not limited to placing prospective members of an organization or group in ambiguous situations which lead to confusion and emotional stress, sleep deprivation;
- Extreme verbal abuse, including but not limited to shouting, screaming, or use of derogatory, profane, or obscene language; or
- Subservience, including but not limited to any activity which promotes a class system within organizations or activities which

facilitate inappropriate levels of authority over students.

This list is not exhaustive and any student or organization found to be involved in any hazing activity will face conduct action and will likely be subjected to expulsion from the University.

Violation of this policy exists irrespective of the voluntary or consensual participation in the hazing activity by the person being hazed.

Identity

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

Prescription Drug Policy

The distribution, sale to others, or use of prescription medication for other than its prescribed use by the individual for whom it was prescribed is a violation of University policy and state law.

Violation of Federal Copyright Laws

Any member of the University community who participates in the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may be subject to civil and criminal liabilities, in addition to sanctions imposed by the University. Penalties for violating federal copyright

laws may include civil damages, costs and attorneys' fees, injunctions, fines, and imprisonment. The following is a non-exhaustive list of specific penalties.

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

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

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

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

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

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

Both the Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) maintain a list of

legal alternatives for downloading. Please visit <http://www.whymusicmatters.com/> or <http://www.mpaa.org/> for more information.

Violations of Law

Violations of federal, state, and local laws are incorporated as offenses under the Student Community Standards. When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from the University when criminal charges are made, it is the typical practice of the University to pursue investigation and resolution of campus conduct matters, regardless of the fact that the student has withdrawn.

When a student is accused, arrested, charged, or indicted for a violent or drug-related off-campus crime, the University may elect to take action against that student for violation of Student Community Standards, which incorporates alleged violations of local, state, and federal laws as Standards.

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

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

investigation, or obtain from law enforcement sufficient information upon which to proceed.

Conduct Procedures - Student Community Standards Procedures

Whenever a complaint is made for alleged misconduct or a Student Community Standard appears to be violated, the Conduct Administrator or designee will conduct an investigation of the allegations as soon as possible (generally, for offenses against the academic community, the President will designate the Vice President of Academic Services (online) or designee). The Conduct Administrator or designee may make any necessary modification to these procedures that does not materially jeopardize the fairness owed to any party.

Notice of Complaint

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

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

The letter of notice will state briefly a description of the incident alleged, as well as stating all policies the accused student is alleged to have violated and the possible consequences if the accused student is found in violation. The letter of notice will direct the accused student to contact the Conduct Administrator or designee within two business days (Monday through Friday) of receipt to respond to the complaint.

The failure of a student to acknowledge the notice within two (2) business days will result in an administrative hold on the student's account. This administrative hold will remove the student from all future scheduled courses and prevent transcripts

from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community Standards proceedings for the student are closed.

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

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

Decisions made by the Student Community Standards Committee or the Conduct Administrator or designee will be final, and sanctions implemented, pending the normal appeal process, described subsequently. The Conduct Administrator

or designee has the authority to stay implementation of sanctions pending the appeal, at his or her discretion.

Informal Hearings Procedures

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

- Informal hearings will be heard by the Conduct Administrator or designee and will be non-adversarial and conversational in nature.
- Written notice of the time, date, and location of the hearing will be sent to the accused student at least two (2) business days prior to the informal hearing date and time. The accused student may additionally be notified in person, by telephone, or by email. Students may waive the two (2) day notice requirement if they prefer an expedited hearing.
- If a student fails to attend a scheduled hearing, the hearing may proceed as scheduled, and the Conduct Administrator or designee will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be implemented. A student may not avoid the impositions of sanctions by withdrawing with conduct charges pending. The hearing will still proceed, and any finding of a violation will result in a “WF” grade and other appropriate transcript notation. The conduct administrator may also impose an administrative hold on the student’s account in addition to or in lieu of resolving the charges in the student’s absence. This administrative hold will remove the student from all future scheduled courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community

Standards proceedings for the student are closed.

- At the informal hearing, witnesses and admissibility of information will be determined at the discretion of the Conduct Administrator or designee. The informal hearing will consist mainly of informal questioning and discussion of the alleged incident.
- After the informal hearing, the Conduct Administrator or designee will deliberate and determine whether it is more likely than not that the student has violated the Student Community Standards. Once a finding is determined, if that finding is that of a policy violation, the Conduct Administrator or designee will determine an appropriate sanction. The Conduct Administrator or designee will prepare a written finding, which will be shared with the accused student no later than two (2) business days following the hearing.

Student Community Standards Committee Formal Hearing Procedures

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

Notice

Written notice of the time, date, and location of the formal hearing will be sent to all parties, who may additionally be notified in person, by telephone, or by email.

Composition

The Conduct Administrator or designee will name a Student Community Standards Committee to conduct a formal hearing to review complaints. The Student Community Standards Committee will consist of members selected by the Conduct Administrator or designee, and will consist of representatives from full-time faculty, Financial Services, Student Services, the Office of the Registrar, and senior academic administration. At any formal hearing before the committee, three (3) committee members and several alternates will be

selected to transact the business of the committee. In sexual misconduct and related hearings, a three-member administrative panel will be utilized. Any member of such committee who believes he or she has a conflict of interest rendering him or her incapable of making an impartial decision will disqualify him or herself from that hearing and the Conduct Administrator or designee will appoint a person to take his or her place at that hearing.

Record of Proceeding

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

Committee Procedures

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

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

- The accused student will deliver to the Conduct Administrator or designee a written response to the complaint;
- The parties will deliver to the Conduct Administrator or designee a written list of all witnesses they each want the University to call on their behalf at the hearing, giving the full contact information of any such witness, if known;
- The parties will deliver to the Conduct Administrator or designee a written list of all items of physical information the parties intend to use or need to have present at the hearing, and will provide such information or indicate who has possession or custody of such information, if known;
- The parties will notify the Conduct Administrator or designee, at least forty-eight (48) hours prior to the formal hearing, of the names of any advisors who may be accompanying the parties at the hearing; advisors are to be selected from members of the Ashford University community unless

special permission for an outside advisor is granted by the Conduct Administrator or designee.

- The Conduct Administrator or designee will ensure that this information and any other available written documentation is shared between the complainant(s) and accused student(s) at least twenty-four (24) hours before any scheduled hearing. Hearing officers may be unseated if Conduct Administrator or designee concludes that their bias precludes an impartial hearing of the complaint. Additionally, any Student Community Standards Committee member or hearing officer who feels they cannot make an objective determination must recuse himself or herself from the proceedings.

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

After a formal Student Community Standards Committee hearing, the Committee will deliberate and determine by majority vote whether it is more likely than not that the student has violated the Student Community Standards. The Conduct Administrator or designee will serve as the non-voting Chair during the hearing and deliberations to resolve all questions of admissibility, evidence and precedent. Once a finding is determined, if that finding is that of a policy violation, the Student Community Standards Committee will determine an appropriate sanction. The Chair is responsible for informing the Student Community Standards Committee of applicable precedent and any relevant previous violations of Student Community Standards by the accused student. All committee hearings will be recorded and the Chair will be responsible for completing the hearing file. The Conduct Administrator or designee will prepare a

written deliberation report detailing the finding to include in the case record, including how each body member voted, the information cited by the body in support of its finding, and any information that the body excluded from its consideration, and why. This report should conclude with any recommended sanctions. This report typically should not exceed two pages in length, and must be submitted to the Conduct Administrator or designee within 48 hours after the end of deliberations. The Conduct Administrator or designee may make appropriate modifications and then will implement the final determination and inform the parties within seven (7) business days after the hearing.

Admissible Information

The committee will consider all information that is relevant and credible. The Committee may in its discretion limit or bar character witnesses. Any questions of the admissibility of information will be determined by the Chair. The past sexual history or sexual character of a party will not be admissible by the other party in hearings unless such information is determined to be highly relevant by the Chair. All such information sought to be admitted will be presumed irrelevant, and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written request, and must be reviewed in advance of the hearing by the Conduct Administrator or designee. While previous violations in Student Community Standards by the accused student are not generally admissible as information about the present alleged violation, the Conduct Administrator or designee may supply previous complaint information to the Committee when it may intend to establish a pattern in a complaint involving any form of sex/gender discrimination (e.g., stalking, relationship violence, sexual harassment, sexual misconduct, etc.).

Sanctions

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

Written Warning: A notice in writing to the student that the student is violating or has violated institutional policies. The letter informs the student that continued misconduct will result in further conduct action up to and including removal from

the University. The letter will be emailed and/or delivered to the student's campus address for Clinton campus students. For online students, the letter will be sent to the student's email address on file with the University.

Types of Probation:

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

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

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

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

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

appropriate service and/or monetary or material replacement. The conduct body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until restitution is complete.

- **Educational Projects:** Completion of an educational or developmental project such as, but not limited to, the following: attending a specific workshop or program, writing an article or research paper on a specified topic, making an oral presentation to a campus group, participating in specified counseling/evaluation, work assignments, and/or service to the University. The Conduct Administrator or designee may develop additional educational sanctions to meet individual student needs on a case-by-case basis.
- **Suspension:** Separation of the student from campus/online university access, classes and all privileges for a definite period of time, after which the student is eligible to return. The offender may not be on campus at any time or participate in University classes except to come to the Administration Building for matters directly related to the suspension. In cases where suspension prevents the completion of course work, the student will receive a “W” grade. Tuition and fees will be refunded as per applicable refund policies outlined in the Financial Information section of this *Catalog*. Any conditions for readmission will be stated in the order of suspension.
- **Expulsion:** Permanent separation of the student from the University. Tuition and fees will be refunded as per applicable refund policies outlined in the Financial Information section of this *Catalog*. The student is barred from being present on-campus and at University-sponsored events.

The following sanctions may be imposed upon groups or organizations:

- Those sanctions listed previously;

- **Deactivation:** Loss of all privileges, including University recognition, for a specified period of time.

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

Special Provisions

Attempted Violations

In most circumstances, Ashford University will treat attempts to commit any of the violations listed in the Student Community Standards as if those attempts had been completed.

University as Complainant

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

False Reports

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

Group Violations

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

Immunity for Victims

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

Good Samaritan

The welfare of students in the University

community is of paramount importance. At times, students on and off-campus may need assistance. Ashford University encourages students to offer help and assistance to others in need. Sometimes, students are hesitant to offer assistance to others, for fear that they may get themselves in trouble (for example, as student who has been drinking underage might hesitate to help take a sexual misconduct victim to Campus Security). Ashford University pursues a policy of immunity for students who offer help to others in need for any minor violations the Good Samaritan was involved in at the time.

Parental Notification

Ashford University reserves the right to notify parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, Ashford University will contact parents/guardians to inform them of situations in which there is a health and/or safety risk. Ashford University also reserves the right to designate which University officials have a need to know about individual conduct complaints pursuant to the Family Educational Rights and Privacy Act (FERPA).

Notification of Outcomes

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

- Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
- The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a crime of violence or non-forcible sex offense, is found in violation of the University's Student Community Standards. A crime of violence includes arson, burglary, robbery, criminal homicide

(manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;

- In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

Remedy of the effect of a sexual offense may include changes to the academic and residential housing of the complainant.

Defenses

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

Administrative Class Leave

Students who are placed on Administrative Class Leave are administratively withdrawn from the University, until such time that their identity is authenticated. Students seeking to re-enroll in the University following Administrative Class Leave will be required to provide the necessary verification of identity prior to reapplying and may be subject to student conduct sanctions dependent upon the circumstances surrounding their failure to authenticate identity in a timely manner. The University may also deny or rescind admission to any student who fails to verify his or her identity or if the University determines to have engaged in identity related fraud or theft.

Emergency Administrative Leave

In situations requiring immediate action, and after consultation with concerned individuals (e.g., students, faculty, administrators, other staff

members, internship, or student teaching supervisors, etc.), the Conduct Administrator or designee may place the student on an emergency administrative leave. Students placed on Emergency Administrative Leave are removed from all current and future courses.

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

Involuntary Leave

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

Grounds for Involuntary Leave

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

Procedure

When the Conduct Administrator or designee receives credible information regarding a student's

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

- Impose an immediate Emergency Administrative Leave if there is compelling evidence that the student poses high probability of substantial harm to others that cannot be mitigated by appropriate accommodations; and/or
- Require the evaluation of the student by an appropriate professional chosen by the University. The cost of the evaluation shall be paid for by the University. The evaluation shall be completed within 10 business days after the initial meeting with the Conduct Administrator or designee, unless an extension is granted.

Evaluation

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

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

If the evaluation results in a determination that the student's continued attendance poses no significant

threat to the health and safety of others, the University will take no further action under the Involuntary Leave policy.

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

Appeals of an Involuntary Leave will be handled in accordance with the Ashford University *Grievance Procedure for Student Complaints*.

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

Appeal of Involuntary Leave after Evaluation or Emergency Administrative Leave

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

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

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

Readmission to the University

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

Consequences to Course Grades and Tuition or Other Fee Charges

If the Involuntary Leave policy is invoked, the student will normally receive "W" grades (withdraw grades) in all courses in which he or she is currently enrolled, and will be considered eligible for a tuition credit upon re-enrollment. Regular tuition charges and other applicable fees will be refunded per the *Institutional Tuition Refund Policy* outlined in the *Financial Information* section of this *Catalog*, based on the student's last date of attendance.

Grade Appeals

Basis for a Grade Appeal

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

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

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

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

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

Note: Please refer to the General Academic Information and Policies section in this Catalog for

complete details on Ashford University's Incomplete Grade policy.

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

Grade Appeal Procedure

[Revision, Published 3/21/14]

1. If the student believes there is an error with the final grade issued in the class, the student should first discuss his or her concerns with the instructor who issued the grade. The student must appeal to the instructor in writing for reconsideration of the grade within seven (7) days of submission of the final grade.
2. If the student and instructor are not able to find resolution to the matter, the student can file a *Grade Appeal* form with the University, within fourteen (14) days of submission of the final grade. Grade appeals for online students will be reviewed by an Administrator in the Academic Resolution Department. Grade appeals submitted by Clinton Campus students will be reviewed by the College Dean or designee of the College in which the course is listed.
 - Online students must submit the *Grade Appeal* form and documentation of communication with the instructor electronically to gradeappeals@ashford.edu.
 - Clinton Campus students must submit the *Grade Appeal* form and documentation of communication with the instructor either electronically or in hard copy to the Dean of the College in which the course is taught.
 - Students must be able to clearly identify and document either that:
 1. An error was made in the calculation of the final course grade, or

2. The instructor was incorrect with respect to an objective fact within the discipline, and this error affected the student's final grade.
 - o If the student is unable to demonstrate an instructor error as described above, the final grade will stand and the appeal will be closed without any further review.
3. Once the *Grade Appeal* form and supporting documentation are collected and thoroughly reviewed, and if the student is able to demonstrate a possible error as described previously, an Academic Resolution Administrator will facilitate the communication between the student and instructor and attempt to find resolution for online students, while the College Dean or designee will facilitate the communication for Clinton Campus students.
4. If the student is able to demonstrate a possible error as described previously, and the communication between those involved has not resulted in a resolution, the following steps will occur:
 - o For online students, the Academic Resolution Administrator will forward the *Grade Appeal* form and supporting documentation to the Executive Dean or designee. The Executive Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.
 - o For Clinton Campus students, the College Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.

course or program during the timeframe in which the course occurred:

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

Additional documented extenuating circumstances may also be considered. This process is accomplished by requesting a *Tuition Credit Request* form from the student's assigned Advisor. **Students who experienced military deployment that resulted in an inability to continue in the course or program are also eligible for a tuition credit but should instead complete and submit a Military Course Drop or Incomplete Request. Please see Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008 in the General Academic Information and Policies section of this Catalog for more information.*

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

Online Attendance Appeals

Basis for an Attendance Appeal in an Introductory Course

Students may appeal an administrative drop from an undergraduate introductory course, such as EXP 105 or PSY 202, due to unforeseen and extreme extenuating circumstances that directly impact the ability to meet attendance requirements. The appeal may be approved for the following reasons resulting in the inability to meet attendance requirements during the period of absence:

- Military deployment;

Tuition Credit Request Policy and Procedure

A tuition credit may be approved and applied for the following documented reasons that directly impacted a student's ability to continue in their

- Emergency personal or family reason;
- Work requirement;
- Act of nature; or
- Death in the family.

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

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

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

Attendance Appeal Procedure

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

Appeal

Informal Hearing

To appeal an informal hearing outcome:

- Accused student may petition within three (3) business days of the date of the hearing outcome. Such petitions will be in writing

and will be sent to the Conduct Administrator.

- To be granted an appeal, the accused student must state the specific basis of the request for an appeal and indicate why he or she believes the informal hearing and/or outcome was fundamentally unfair.
- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - To assess whether a material deviation from written procedures impacted the fairness of the hearing;
 - To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
 - To assess whether bias on the part of a conduct committee member deprived the process of impartiality.

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

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

Student Community Standards Committee Formal Hearing

To appeal a Student Community Standards Committee hearing outcome:

- Accused students or complainants may petition within three (3) business days of the date of the hearing outcome. Such petitions

will be in writing and will be delivered to the Director of the Conduct Administrator or designee. In Student Community Standards Committee cases that already involve the Director of the Conduct Administrator or designee, petitions will be delivered to the VP/Campus Director (Clinton campus) or the Vice President of Student & Alumni Affairs (online).

- If the reviewing body described previously determines that one of the five bases for appeal listed subsequently has been met, the reviewing body may either reconsider the original determination and/or sanction(s) or refer the matter back to the Student Community Standards Committee for reconsideration. The reviewing body serves as the final level of review in the conduct matter.
- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - To assess whether a material deviation from written procedures impacted the fairness of the hearing;
 - To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
 - To assess whether bias on the part of a conduct board member deprived the process of impartiality.

Every opportunity should be taken to return the complaint to the Student Community Standards Committee for reconsideration, where possible. Where only one party to a complaint elects to appeal, all parties will be joined in the appeal process. Where the parties request appeals on different bases, those bases will be consolidated into one final appeal process. On appeal by any party to

the complaint, Conduct Administrator or designee or the Student Community Standards Committee (by majority vote) may support or change a decision, increase, decrease, or modify a sanction. An appeal is not a rehearing, though witnesses may be called or parties questioned as necessary. The reviewing body will be deferential to the original decision maker, making changes to the finding only where there is clear error and to the sanction only if a compelling justification to do so exists.

Graduation/Completion Rates

As required by federal law, Ashford University provides the following information regarding its graduation/completion rate. The rate reflects only the graduation/completion status of students who enrolled as first-time, degree-seeking students during the 2006-2007 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2006, 286 first-time, full-time, degree-seeking students entered Ashford University. After six years, (as of August 31, 2012) 21% of these students had graduated from Ashford University. Please contact the Registrar's Office with any questions.

Please note that the graduation/completion rate does not include any student who attended a college or university after high school and then enrolled at Ashford University.

<i>Graduation/Completion Rate by Gender</i>	
Men	25%
Women	20%
<i>Graduation/Completion Rate by Race or Ethnic Group</i>	
American Indian or Alaska Native	(↓)
Asian	(↓)
Black or African-American	18%
Hispanic/Latino	(↓)
Nonresident alien	N/A
Race/ethnicity unknown	(↓)
White, non-Hispanic	22%

Graduation/Completion Rate by Financial Aid Category

Pell Grant Recipients	95%
Subsidized FFEL or Direct Loan Recipients (excludes Pell Grant Recipients)	(¹)
Neither Pell Grant nor Subsidized FFEL or Direct Loan Recipients	(¹)

Source: Institutional Research, 2013

(1) Suppressed to protect student privacy due to small numbers.

N/A indicates that no students were in this category.

Alumni Employment Information

Please refer to the Ashford University website (<http://www.ashford.edu/alumnistatistics.htm>) for information regarding Ashford University Alumni employment statistics. Alumni Statistics include types of employment obtained by Ashford University graduates and employment rates.

Retention Rate

The retention rate for First-time/Full-time freshmen at Ashford University beginning in Fall 2011 was 39%.

(Source: IPEDS Fall Enrollment Survey 2012-2013)

Student Body Diversity

Ashford University provides the following information regarding its student body. This information is based on data reporting in the 2012-2013 IPEDS Fall Enrollment Survey.

Gender	Percentage
Male	28%
Female	72%
Race	Percentage
Black or African American	36%
American Indian or Alaska Native	1%
Asian	1%
Native Hawaiian or Pacific Islander	1%
Hispanic/Latino	9%
White	48%
Two or more races	3%
Nonresident alien	0%
Race and ethnicity unknown	2%
Pell Grants	Percentage
Students who received Pell grants	69%

(Source: Institutional Research, 2013)

Tuition and Fees Update

Please see the 2013-2014 [Online Catalog](http://www.ashford.edu/online/catalog) or www.ashford.edu/online/finance for a complete tuition and fee schedule.

Revision, Effective for courses starting on or after April 1, 2014

Online Undergraduate Programs

The following is a list of tuition and fees 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; 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	\$420.00
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Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$100.00
Prior learning assessment: sponsored professional training (per credit evaluated)***	\$30.00
Prior learning assessment experiential learning essay assessment (per evaluation)***	\$125.00
Late payment fee	\$30.00
Insufficient funds fee	\$30.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records – Per page	\$0.50

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

**The Course Digital Materials (CDM) fee is \$85.00 and is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are not charged the CDM fee for repeated coursework if previously charged.

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

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

Revision, Effective for courses starting on or after April 1, 2014

Online Graduate Programs Tuition & Fees

The following is a list of tuition and fees 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 Arts in Education	\$548.00
Master of Arts in Teaching and Learning with Technology	\$548.00
Master of Arts in Health Care Administration	\$612.00
Master of Arts in Organizational Management	\$612.00
Master of Business Administration	\$612.00
Master of Public Administration	\$612.00

Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$140.00
Late payment fee	\$30.00
Insufficient funds fee	\$30.00
Graduation fee	\$150.00

Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records – Per page	\$0.50

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

**The Course Digital Materials (CDM) fee is \$85.00 and is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are not charged the CDM fee for repeated coursework if previously charged.

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

Master of Arts in Teaching and Learning with Technology Specializations

Please see the [Course Descriptions](#) section in the Online Catalog for all course descriptions.
Effective for students starting on or after 2/7/2014

Degree Focus

The Master of Arts in Teaching and Learning with Technology promotes the knowledge, skills, and behaviors necessary for educational practitioners to incorporate technology, tools, and instructional systems in a variety of learning environments. This Master's degree program promotes the knowledge, skills, and behaviors necessary for educational practitioners to incorporate technology into instruction for a variety of learning environments. 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/omtl.

Certification and Licensure Terms and Conditions: This program is not CAEP, TEAC or NCATE accredited, which is a requirement for certification in some states, and successful completion of the Master of Arts in Teaching and Learning with Technology program by itself does not lead to certification or licensure in any state. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.*

** The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation*

Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

Kentucky Residents: Please be advised that although Ashford University College of Education offers a variety of programs aimed at preparing potential educators in diverse settings, our K-12 educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/%20certification/outofstate.asp>.

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

Program Outcomes

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

- Demonstrate knowledge and skills related to learning using technology;
- Demonstrate knowledge and skills in current and emerging instructional technologies;
- Design learning opportunities that apply technology-enhanced instructional strategies to support the needs of all learners;
- Apply research to support learning in a technology-enhanced environment;
- Exemplify ethical practices of technology usage;
- Evaluate technology resources to facilitate effective assessment and evaluation;

- Utilize technology to collect and analyze data, interpret results, and communicate findings; and
- Demonstrate the ability to make informed decisions regarding the use of technology in support of learning and leadership.

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

Core Requirements (15 credits)

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

Specialization Requirements (15 credits)

Standard Specialization

Effective for students starting on or after 5/13/2014

- EDU 655 Trends & Issues in Instructional Design & Technology for Online Learning (3 credits)
- EDU 656 Technology Solutions for Just in Time Training & Learning (3 credits)
- ~~EDU 618 Assessment of Learning Outcomes with Technology (3 credits)~~
- EDU 666 Technology Solutions for Organizational Improvement (3 credits)
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)
- EDU 649 Technologies for Teaching & Learning (3 credits)

Online Educator Specialization

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

Graduation Requirements

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

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

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

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

Course Descriptions

(new or revised only)

Please see the [Course Descriptions](#) section in the Online Catalog for course descriptions not listed below.

EDU 416 Intelligence Assessment (3 credits)

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

EDU 600 Introduction to Online Learning (3 credits)

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

EDU 601 Promoting Student Success in the Online Learning (3 credits)

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

EDU 602 Assessing Knowledge & Skills in the Online Learning Environment (3 credits)

This course examines approaches that assess student knowledge and skills in the online learning environment. Directed instruction, or objectivism, is compared and contrasted with constructivist or inquiry-based learning and assessment theories. Traditional assessment strategies are discussed as applied in directed instructional models of online learning. Nontraditional assessment approaches are explored in constructivist models, such as group products, web pages, multimedia projects, student portfolios, and student projects graded by self-report assessment instruments and rubrics. This course will focus on the use of discussions, pre- and post-testing, writing activities, graded assessments, self-grading assessments, and hands-on projects on student learning and assessment. Prerequisite: EDU 601. Offered online.

EDU 609 Online Teaching Internship (3 credits)

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

EDU 645 Learning & Assessment for the 21st Century (3 credits)

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

progress and make instructional decisions will be explored. (Equivalent to EDU 618.) Prerequisite: EDU 673. Offered online and on-campus.

EDU 673 Instructional Strategies for Differentiated Teaching and Learning (3 credits)

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

EDU 687 Building a Learning Centered Culture (3 credits)

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

ENG 490 Communications Internship (2-4 credits)

Students apply the skills, knowledge, and abilities developed in the major and concentration in an appropriate communication-focused work environment. Each credit hour has a requirement of 50 applied hours of normally non-remunerative work in an approved setting is required, under faculty supervision. (Cross-listed as JRN 490.) Offered on-campus.

ENV 495 Environmental Research (3 credits)

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

ENV 497 Environmental Studies Capstone (3 credits)

Students will utilize knowledge gained throughout the program to construct a final Capstone Project focused on the design and implementation of a sustainable community. This Project will allow students to display content area knowledge over all completed courses. Offered online.

HIS 303 The American Constitution (3 credits)

This course is a study of the Constitution of the United States and its role in American history and government. The course covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. (Cross-listed as POL 303.) Offered on-campus.

HPR 205 The Human Body, Health and Disease (4 credits)

This introductory course provides students the opportunity to develop a basic understanding of health and disease as it relates to basic human physiology for non-science majors. The functions of the skeletal, muscular, integumentary, nervous, special senses, endocrine, cardiovascular, respiratory, immune, gastrointestinal, urinary and reproductive systems are explored. The most

common conditions and diseases associated with these systems are examined. Students are provided the opportunity to learn about the major contributing factors associated with these conditions and diseases. In addition to coursework, weekly laboratories provide students the opportunity to explore various aspects of human physiology while applying the scientific method. Offered online.

JRN 490 Communications Internship

(2-4 credits)

Students apply the skills, knowledge, and abilities developed in the major and concentration in an appropriate communication-focused work environment. Each credit hour has a requirement of 50 applied hours of normally non-remunerative work in an approved setting is required, under faculty supervision. (Cross-listed as ENG 490.) Offered on-campus.

PSY 352 Cognitive Psychology (3 credits)

Cognitive psychology takes a scientific approach to understanding the fundamental mental processes involved in everyday cognition. This course covers the topics of perception, attention, memory, and language by examining both classic and contemporary cognitive psychology methods and experimental results. Prerequisites: PSY 101 and PSY 326 (may be taken concurrently with PSY 326). Offered *online and* on-campus.

Errata

The errata listed below apply to the 2013–2014 Ashford University Academic Catalog (revised date January 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 2

Addition, Published 2/7/14

Memberships

- Commission on Sport Management Accreditation (COSMA)

Page 21

Revision, Effective 1/23/14

Student Community Standards

The following Student Community Standards are applicable to individuals during all periods of enrollment following the submission of an admissions application and including institutional *breaks* or approved *Academic Leaves breaks* from the University.

[see [current catalog for full entry](#) under this heading.]

Pages 66-67

Revision, Effective 4/1/14

Ashford University Military Grant Online Undergraduate Students

Grants are applicable to courses for which tuition is in excess of \$250 per credit hour. For courses with tuition of \$420 per credit hour, the grant is \$170 per credit hour.

[See [current catalog for full entry](#)]

Page 67

Revision, Effective 1/23/14

Ashford University Military Grant Online Undergraduate Students

Students who exceed 30 days of consecutive nonattendance and are not on an approved *Academic Leave break* will be asked to recertify eligibility for the Ashford University Military Grant

upon return by providing appropriate verification of military service.

[see [current catalog for full entry](#) under this heading.]

Page 67

Revision, Effective 1/23/14

Ashford University Military Grant Online Graduate Students

Students who exceed 30 ~~14~~-days of consecutive nonattendance and are not on an approved *Academic Leave break* will be asked to recertify eligibility for the Ashford University Military Grant upon return by providing appropriate verification of military service.

[see [current catalog for full entry](#) under this heading.]

Page 73

Revision, Effective 1/23/14

Financial Aid Plan for Online Programs

Continuous attendance with no attendance breaks greater than 14 days or approved *Academic Leaves breaks* greater than 45 days is required to retain eligibility for disbursed federal financial aid funds. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. The University may be required to return the federal funds of students with reduced financial aid eligibility due to attendance breaks *or Academic Leaves*, leaving the student responsible to the University for the remaining balance on the student's account.

[see [current catalog for full entry](#) under this heading.]

Page 74

Addition, Published 2/7/14

Financial Aid Specific to Online Undergraduate Programs

Definition of Academic Year

Week = 7 calendar days

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

can complete five academic years in four calendar years.

Page 99

Revision, Effective 3/13/14

Non-Degree Seeking Students

*Note: Online applicants under the age of 22 cannot be enrolled in an Ashford University degree program unless they meet the exceptions listed subsequently.

- Have earned a minimum of 30 transferable credits[^] as defined by Ashford University transfer credit policies;
- Have earned an Associate's degree or higher[^] from a regionally or approved nationally accredited institution;
- Are seeking readmission to Ashford University after withdrawal from a degree program; or,
- Are a current degree-seeking student at Ashford University requesting to change majors.

[^]If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.

[see [current catalog for full entry](#) under this heading.]

Page 102

Revision, Effective 2/21/14

Incomplete Grades

Eligibility Criteria

Incomplete ("I") grades are issued at the discretion of the instructor and are based upon compelling circumstances. To issue a grade of "I" for a course, the following conditions must be met:

- The student must have completed at least 2/3 of the assignments in the course.
- With the exception of assignments due during the final week of the course, the student's Course Weighted Average To Date must be at least 59.50 (undergraduate students) or 69.50 (graduate students).
- The student must submit an *Incomplete Grade Request* to his or her instructor prior to the submission of final grades.

Students who are unable to submit an *Incomplete Grade Request* prior to the submission of final grades should refer to the *Student Rights and Responsibilities* section in this *Catalog* for complete details on Ashford University's Grade Appeals policy to review other options.

Attendance Requirements

Regardless of a request for an incomplete grade, students must meet weekly attendance requirements through the end of the course or term. Students who are dropped from a course or term due to not meeting attendance requirements are not eligible to receive an "I" grade.

Approved Incompletes

The instructor must approve the plan presented by the student for satisfying the requirements of the course.

The student has up to 30 days, based on instructor discretion, from the last day of the course to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next term until the "I" grade is successfully completed. The "I" grade appears on grade reports and/or official transcripts until a final grade is determined and recorded.

Appeal Procedure

Students requesting an extension for an incomplete grade and students who have been denied an incomplete grade may appeal the decision to the University Provost, or designee. The outcome of the request will be communicated in writing to the student. A maximum of an additional 30 days may be granted to a student with an approved appeal.

Page 104

Revision, Effective 1/23/14

Unofficial Withdrawal

Ashford University determines that a student is unofficially withdrawn when he or she falls into one of the following categories:

- Students who do not register for and attend the current semester, term, or course sequence;

- Students who fail to follow the proper procedures for requesting an *Academic Leave break* or who do not return from an approved *Academic Leave break* as scheduled; or
- Students who do not meet the minimum attendance requirements for the program as outlined in the current Catalog or Catalog Supplement.

[see [current catalog for full entry](#) under this heading.]

Page 104

Revision, Effective 1/23/14

Military Deployment Provisions

Students who request to drop any current course(s) due to military necessity and do not need to request an *Academic Leave a break in attendance* should submit a Military Course Drop/Incomplete Request. Students who request a break in attendance of 45 days or greater due to military necessity may do so by submitting a Military Withdrawal Request. This request form also facilitates withdrawal from any current course(s), if necessary.

Both of these request forms are available in the Student Portal.

[see [current catalog for full entry](#) under this heading.]

Page 111

Revision, Effective 1/23/14

Program Completion and Honors

Dean's List

Online Modality

Associate and Bachelor degree-seeking students will be evaluated three times per calendar year for academic recognition, in December, May, and August. Students who meet the following criteria will be recognized for their scholarship through the Academic Dean's List.

- Have a 3.50 Ashford University cumulative grade point average;
- Have completed a minimum of 12 credit hours in an online program;
- Have enrolled in and completed at least one course since the time the previous Dean's List was determined;
- Are in good academic standing at the time of review; and

- Are currently attending or are on an approved *Academic Leave break* at the time of review. [see [current catalog for full entry](#) under this heading.]

Page 184

Revision, Effective 3/13/14

Conditional Admission Requirements

for Online Associate of Arts Degree Programs

Applicants seeking admission to an online Associate of Arts degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - *Has earned a minimum of 30 transferable credits* as defined by Ashford University transfer credit policies;*
 - Has earned an Associate's degree or higher* from a regionally or approved nationally accredited institution;
 - Is seeking readmission to Ashford University after withdrawal from a degree program; or,
 - Is a current degree-seeking student at Ashford University requesting to change majors.

**If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.*

[see [current catalog for full entry](#) under this heading.]

Page 188

Revision, Effective 3/13/14

Conditional Admission Requirements

for Online Bachelor of Arts Degree Programs

Applicants seeking admission to an online Bachelor of Arts degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - *Has earned a minimum of 30 transferable credits* as defined by Ashford University transfer credit policies;*

- Has earned an Associate's degree or higher* from a regionally or approved nationally accredited institution;
- Is seeking readmission to Ashford University after withdrawal from a degree program; or,
- Is a current degree-seeking student at Ashford University requesting to change majors.

**If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.*

[see [current catalog for full entry](#) under this heading.]

Page 194

Revision, Published 3/11/14

Program Enrollment

Initial enrollment in courses offered in the online modality is arranged through a University Admissions Counselor. New online students should contact an Admissions Counselor or University Advisor to register. It is the student's responsibility to officially register for the program course of study. To ensure that students are successful at navigating inside of the classroom to become familiar with all resources available to them at Ashford University, all newly enrolled students *may* participate in a live webinar of a guided tour of the online classroom. ~~Students who do not complete a webinar will have the originally agreed upon start date postponed to a later date until he or she completes the webinar.~~ After initial enrollment, students will work with their Student Advisor to register, add courses, or change their course schedule. Any change in the original registration must be communicated to the student's Student Advisor. Major changes in a student's schedule may necessitate completion of a new Admissions Application and Enrollment Agreement.

Pages 194 and 286

Revision, Effective 1/23/14

Enrollment Status

Students who remain continuously enrolled in non-term-based programs are classified as full-time. Students who are on a break of up to 14 consecutive days or on an approved *Academic Leave* ~~break~~ are still classified as full-time. Students who fail to

return from a break *or approved Academic Leave* as scheduled should refer to the Withdrawal from the University policies for information regarding determination of withdrawal date. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break will extend the 14 day limit to include the break. The annual winter break does not extend the 45 day limit for approved *Academic Leaves* ~~breaks~~ that are greater than 14 days.

Page 195

Revision, Effective 1/23/14

Attendance Policy for

Online Undergraduate Courses

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn from the University. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. *No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.*

[see [current catalog for full entry](#) under this heading.]

Pages 196 and 288

Addition, Effective 1/23/14

Academic Leave

(The following content replaces the Breaks in Attendance catalog language on this page.)
Students who plan to take a break in attendance of greater than 14 days but no more than 30 days from their last date of attendance, who provide a written confirmation of their intent to return, will not be administratively withdrawn, provided they return as scheduled.

Written confirmations must be provided via the Academic Leave Request form in the Student Portal, and should be submitted within 14 days of the last date of attendance. Academic Leave Requests allow

students to postpone the start date of their next scheduled course and maintain an active status with the University. To gain access to the Academic Leave Request form, students must speak with a Student Advisor. New students must complete their first course in order to be eligible for an Academic Leave.

Students who do not return on their scheduled return date or do not attend within the first seven days of the course they are scheduled for when returning from an approved Academic Leave will be administratively withdrawn. Please note that administrative withdrawal may occur at any point in a student's enrollment when 14 consecutive days of non-attendance occur, whether within an active course or between the last date of attendance in a prior course and the first date of attendance in a subsequent course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Exceptions to submitting an Academic Leave Request through the Student Portal may be made in instances where extreme extenuating circumstances exist for students unable to access the Student Portal. Students must contact a Student Advisor for assistance with this exception.

If a student requires a break in attendance of greater than 30 days, the Student Advisor may escalate an exception approval to a Director or designee for an Academic Leave with a maximum allotment of 45 days out of attendance. Exceptions will be made on a case-by-case basis.

Pages 196 and 289

Revision, Effective 1/23/14

Withdrawal from the University

Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 14 day limit to include the break. *No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.*

[see [current catalog for full entry](#) under this heading.]

Page 197

Addition, Published 2/7/14

Undergraduate Non-Term Based Program Measures

Week = 7 calendar days

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

Page 207

Revision, Effective 4/11/14

SMART Track Courses

Master of Arts in Teaching and Learning with Technology

- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)

Page 234

Revision, Effective 3/25/14

Bachelor of Arts in Cognitive Studies

Major Course Requirements (36 credits)

- ~~EDU 415 Family, Culture, & Intelligence (3 credits)~~
- EDU 416 Intelligence Assessment (3 credits)

Page 243

Deletion, Effective 4/18/14

Bachelor of Arts in Adult Development

As of April 18, 2014, Ashford University will no longer admit new students to the BA in Adult Development program.

Page 244

Revision, Effective 4/15/14

Bachelor of Arts in Applied Behavioral Science

Major Course Requirements (39 credits)

- ~~ABS 415 Leadership & Ethics in a Changing World (3 credits)~~
- PSY 352 Cognitive Psychology (3 credits)

Page 245

Revision, Effective 2/4/14

Bachelor of Arts in Complementary and Alternative Health

Major Course Requirements (36 credits)

- ~~HHS 460 Research Methods for Health & Human Services (3 credits)~~
- *HPR 460 Analysis of Health Research (3 credits)*

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Revision, Effective 2/4/14

Revision to Sequence of Courses, Effective 3/25/14

Bachelor of Arts in Health and Wellness

Major Course Requirements (37 credits)

- *HCS 323 Health & Wellness Promotion throughout the Lifespan (3 credits)*
- ~~SOC 313 Social Implications of Medical Issues (3 credits)~~
- **HPR 205 The Human Body, Health, and Disease (4 credits)*
- HCS 208 Introduction to Nutritional Concepts (3 credits)
- HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits)
- HCS 321 Foundations of Complementary & Alternative Health (3 credits)
- **HCS 316 Cultural Diversity in Health & Illness (3 credits)*
- HCS 408 Methods of Community Health Promotion (3 credits)
- HCS 412 Health Promotion Planning & Evaluation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- ~~HHS 460 Research Methods in Health & Human Services (3 credits)~~
- *HPR 460 Analysis of Health Research (3 credits)*
- HCS 498 Health & Wellness Capstone (3 credits) Prerequisite: GEN 499

+ EXP 105 fulfills 3 credits toward total elective credit requirements and is required for online students with fewer than 24 transferable credits

* Satisfies General Education requirements.

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Revision, Effective 2/4/14

Bachelor of Arts in Health Education

Major Course Requirements (36 credits)

- ~~HHS 460 Research Methods for Health & Human Services (3 credits)~~
- *HPR 460 Analysis of Health Research (3 credits)*

Page 252

Revision, Effective 2/4/14

Bachelor of Arts in Health Informatics

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: *52 credits

Major Course Requirements: *36 credits

Electives: 35 credits

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

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

Major Course Requirements (36 credits)

- **INF 220 IS Principles (3 credits)*
- *Satisfies General Education requirements.*
- ~~HHS 460 Research Methods for Health & Human Services (3 credits)~~
 - *HPR 460 Analysis of Health Research (3 credits)*

Page 256

Revision, Effective 2/7/14

Bachelor of Arts in Applied Linguistics

Program Learning Outcomes

- ~~Apply linguistic concepts such as phonetics, phonology, morphology, syntax, and semantics;~~
- Demonstrate an understanding of Linguistics fields, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics;

Page 257

Revision to Course Sequencing, Published 4/18/14

Bachelor of Arts in Applied Linguistics

Major Course Requirements (42 credits)

Understanding and Teaching Language Courses (9 credits):

- ENG 321 Introductory Linguistics (3 credits)
- LNG 353 Evolution of the English Language (3 credits)
- LNG 206 Language & Technology (3 credits)

Theoretical Linguistics Courses (15 credits):

- LNG 320 Structures of Language (3 credits)
- LNG 310 Sounds of Language (3 credits)
- LNG 415 Meaning in Language (3 credits)
- *LNG 360 Language & Society (3 credits)
- LNG 450 Computational Linguistics (3 credits)

Second Language Acquisition Courses (9 credits):

- LNG 212 Second Language Acquisition (3 credits)
- *ELL 361 Language Learning in a Global Context (3 credits)
- ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)

Speech Therapy Courses (6 credits):

- LNG 222 Survey of Communicative Disorders (3 credits)
- LNG 455 Language Development Disorders (3 credits)

Applied Linguistics Capstone Course (3 credits):

- LNG 497 Applied Linguistics Capstone (3 credits) Prerequisite: GEN 499

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Revision, Effective 2/4/14

Bachelor of Arts in History

Major Course Requirements (42 credits)

- ~~*HIS 303 The American Constitution (3 credits)~~
- *POL 303 *The American Constitution* (3 credits)

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Revision, Effective 2/4/14

Bachelor of Arts in Homeland Security and Emergency Management

Major Course Requirements (39 credits)

- ~~*HIS 303 The American Constitution (3 credits)~~
- *POL 303 *The American Constitution* (3 credits)

Page 266

Revision, Effective 2/4/14

Bachelor of Arts in Military Studies

Major Course Requirements (36 credits)

- ~~*HIS 303 The American Constitution (3 credits)~~
- *POL 303 *The American Constitution* (3 credits)

Page 269

Revision, Effective 2/4/14

Bachelor of Arts in Social Science

Major Course Requirements (45 credits)

- ~~*HIS 303 The American Constitution (3 credits)~~
- *POL 303 *The American Constitution* (3 credits)

Page 288

Revision, Effective 1/23/14

Attendance Policy for Online Graduate Courses

Please refer to drop policies for grade implications when not meeting attendance requirements. Students not meeting attendance requirements will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. *No approved Academic Leave can exceed 45 days including University scheduled periods of non-enrollment.*

[see [current catalog for full entry](#) under this heading.]

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*Revision to Sequence of Courses, Effective 2/4/14
Addition of Prerequisite Courses, Published 3/21/14*

Master of Arts in Education**Core Requirements (24 credits)**

- *EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)*
- *EDU 639 Human Relationships & Learning in the Multicultural Environment (3 credits)
Prerequisite: EDU 650*
- *EDU 673 Instructional Strategies for Differentiated Teaching & Learning (3 credits)
Prerequisite: EDU 650*
- *EDU 645 Learning & Assessment for the 21st Century (3 credits)
Prerequisite: EDU 673*
- *EDU 620 Meeting Individual Student Needs with Technology (3 credits)
Prerequisite: EDU 673*
- *EDU 671 Fundamentals of Educational Research (3 credits)
Prerequisite: EDU 620*
- *EDU 675 Change Leadership for the Differentiated Educational Environment (3 credits)
Prerequisite: EDU 671*
- *EDU 695 MAED Capstone (3 credits)
Prerequisite: EDU 675*

Page 375

Deletions, Effective 3/25/14

Course Descriptions

PSY 370 and PSY 372 will no longer be scheduled on 3/25/14 or after.

Page 383-385

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 386

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.

Page 388

Addition, Published 1/24/14

Faculty

*Vivian Day
Health Care
B.S., M.S. Saint Joseph's College
Ph.D. Capella University*

Page 388

Addition, Published 3/11/14

Faculty

*Kathryn Lorraine Graham
English
B.A. George Washington University
M.A. Georgetown University
M.F.A. University of California, San Diego*

Page 388

Addition, Published 3/21/14

Faculty

*Adrienne Hanson
English
B.A. Barnard College
M.S. University of Edinburgh
Ph.D. New York University*