



Ashford
UNIVERSITY®

Catalog Supplement 2018-2019

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Table of Contents

Course Descriptions	1
Errata	3

Course Descriptions

(Includes only new, revised or discontinued)

Please see the [Course Descriptions](#) section in the Online Catalog for course descriptions not listed below. New and revised will be shown in italics, discontinued courses will be indicated with a strikethrough.

ACC 305 Intermediate Accounting I **3 Credits**

This is the first of three intermediate accounting courses. The course covers accounting theory and a review of the accounting cycle.

Additional topics covered include net income and comprehensive income, cash flows and the time value of money. Prerequisite: ACC 206

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

ACC 306 Intermediate Accounting II **3 Credits**

This is the second of three intermediate accounting courses. The first part of the course covers revenue recognition accounting theory.

Additional topics covered include cash and receivables, inventory, long-term assets and liabilities. Prerequisite ACC 305.

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

CSL 6220 Family/Marital Assessment **3 Credits**

This course covers assessment goals related to treatment strategies, assessment techniques, and assessment instruments used in working with couples and families. Guided practice in selecting, administering, scoring, and interpreting assessment techniques and instruments is provided. Prerequisite: CSL 5610.

CSL 6380 Seminar in Marriage & Family Therapy **3 Credits**

This course is for students with prior coursework in marriage and family therapy. It focuses on current research and theory in the field, and provides students with the opportunity to build theory and create and develop marriage and family interventions. Prerequisites: CSL 6160 and CSL 6600.

CSL 6460 Marital Systems **3 Credits**

This course explores current theory and practice of couple and marital therapy. It includes a review of the professional and non-professional literature related to the subject. Topics such as divorce, infidelity, relationship enhancement, cross-cultural marriages, and

same sex couples are researched. Interactive patterns, societal influences, and intervention strategies are discussed. Prerequisite: CSL 6160 or equivalent. Equivalent to PSY 6460.

CSL 6580 Human Sexuality & Sexual Disorders **3 Credits**

This course focuses on the sexual response cycle, sexual identity, and the treatment of sexual disorders in clinical practice. The primary emphasis is on the way in which a disturbance in the processes of the sexual response cycle (desire/excitement/orgasm/resolution) leads to sexual dysfunction. The student also becomes familiar with the paraphilias and gender identity disorders. Equivalent to PSY 6580.

CSL 6600 Theories & Techniques of Marriage & Family Therapy I **3 Credits**

This course is a didactic integration designed to introduce the student to the foundations of marriage and family therapy. It provides an overview of the major theoretical approaches to marriage and family therapy. Assessment techniques and intervention strategies are presented for all of the schools of thought, with an emphasis on intergenerational, communication, experiential, structural, and behavioral approaches. Equivalent to PSY 6600. This course may not be transferred in.

CSL 6610 Theories & Techniques of Marriage & Family Therapy II **3 Credits**

This course focuses on mastery of basic and advanced principles of marriage and family therapy through an integration of therapeutic perspectives of modernist models. Models studied include strategic, brief solution focused, narrative, and integrative. Intervention strategies from each perspective are presented and practiced. Prerequisites: CSL 6600. Equivalent to PSY 6610.

CSL 6951 Marriage & Family Therapy Practicum **1 Credit**

The Marriage & Family Therapy Practicum experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.) Prerequisites: CSL 5101, CSL 5530, CSL 5280, CSL 6600, CSL 6210, CSL 6610, CSL 6380, and CSL 6470, as well as completion of Practicum Application and permission of instructor

CSL 6952 Marriage & Family Therapy Practicum **1 Credit**

The Marriage & Family Therapy Practicum experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.) Prerequisite: CSL 6951.

CSL 6953–6957 Marriage & Family

Therapy Internship

1 Credit (each)

The Marriage & Family Therapy Internship experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.)

INF 336 Project Procurement Management

3 Credits

Designed to develop the basic knowledge base of project managers and project procurement managers, this course emphasizes partnering between buyers and sellers to create a single culture with one set of goals and objectives. Students will discover the key areas in procuring outside services and products—from the initial decision to buy through final contract closeout. They will recognize what must be done for success in the six key project procurement management processes: procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract closeout. They will also formulate the make-or-buy decision, prepare an effective procurement management plan to guide the team, and use outsourcing for maximum benefit. Lessons and best practices from procurement theory and experience are also presented. This course can be used as a substitute for BUS 309. ~~Prerequisite: INF 103 or permission of instructor.~~

PSY 104 Child & Adolescent Development

3 Credits

This course provides a basic introduction to the nature of human growth and development from conception through adolescence. Students are provided the opportunity to explore the physical, psychosocial, and cognitive factors of growth and development from both a theoretical and a practical perspective. The context and impact of the family and society as well as individual, cultural, moral, and linguistic differences on development will be covered.

~~This course provides a basic introduction to the nature of human growth and development as it occurs from conception through adolescence. Students are provided the opportunity to explore the “what,” “how,” and “when” of physical motor, cognitive, socio-emotional, moral aesthetic, and language development. Exploration is emphasized through activities that allow students to understand and appreciate both typical and atypical development within the context of the family and society and to recognize the impact of individual, cultural and linguistic differences on development.~~

LNG 312 Second Language Acquisition

3 Credits

This course provides students with an opportunity to examine the process of acquiring a second language. Students will compare the basic theories of second language acquisition to those first language acquisition, and to learning in general. They will explore how theories of second language acquisition influence curriculum design and guide second language instructional methods. Building on the

knowledge and skills obtained throughout the course, students will develop their own strategies for second language instruction that address the cognitive and social obstacles faced by second language learners.

~~This course will provide students with an opportunity to investigate the process of acquiring a second language and to compare this process to learning in general. Students will also explore the basic theories of second language acquisition compared to first language acquisition and discuss how these theories influence second language curriculum design and guide second language instructional methods.~~

SOC 401 Engaging in Sociology

3 Credits

The course embraces the concept of ‘Engaging Sociology’ - a need for students to understand how to engage social/theoretical concepts into their daily lives in varied social environments, as well as through their employment. The course covers varied aspects of applied Sociology and social/theoretical concepts as a citizen in communities on a local, national, and global scale, as well as through employment as a Sociologist or in a related field. *Prerequisites: SOC 101, SOC 301 and SOC 333 or ANT 351, ANT 353 and ANT 340.*

Errata

The errata listed below apply to the 2018-2019 Ashford University Academic Catalog (effective date is July 1, 2018 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 49

Addition, Effective 10/30/2018 [MSIDT CBE]

The following information outlines tuition and fees applicable to the Master of Science in Instructional Design and Technology competency based education program.

The MSIDT CBE program will be term-based (with each term the equivalent of nine credits), so students will be charged a flat tuition per term. Program tuition has been derived by looking at cost per credit; the MSIDT CBE program requires the successful completion of 36 credits. The assessment for this cost-neutral program will equate to a subscription-based cost of \$5,500 (including tuition, books, and fees) per 15-week term. Since students will progress at varying rates of speed, some students may require one less term and save \$5,500 while other students may require one extra term and pay an additional \$5,500.

Program Name	Period of Attendance	Entire Educational Program
Master of Science in Instructional Design and Technology – CBE version (36 credits)	\$5,500	\$22,150

Page 55

Update, Published 10/24/2018

Corporate Full Tuition Grant

Corporate Full Tuition Grant Ashford University offers the Corporate Full Tuition Grant (CFTG) to students selected and sponsored by a participating Employer. To be eligible for the CFTG program, students must be enrolled in Ashford University undergraduate or Master's level Graduate programs, or non-degree seeking coursework at the undergraduate or Master's level. The CFTG program is funded by both the Employer and Ashford University. This grant is intended to help students avoid educational loan debt by funding a

recipient's direct education-related costs. Direct education-related costs include tuition for all eligible courses (limited to two repeated courses), Technology Fee (per course), books, course digital materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. If both electronic and hard copy course materials are available for the same course, the CFTG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs. As such, the Corporate Full Tuition Grant is only available as a primary payment option. Recipients of the CFTG program are not eligible for any additional Ashford University discounts or grants.

Students who choose to participate in the CFTG program are not able to receive funding from the federal student financial aid programs (such as Pell Grant and Direct Loans); this is a condition of participation in the CFTG program. The choice to participate in the CFTG program is optional and any eligible federal student financial aid is always available to students who choose that payment option in lieu of participation in the CFTG program. Students will become ineligible for the CFTG program if they choose to receive funds from any federal student financial aid program for the same enrollment period. ~~Students may become ineligible for the CFTG if they receive more than two (2) allowances (defined as any course that is not eligible for reimbursement through the CFTG Partner's policies, including any unsuccessful grades of "F," "WF," "W," or below a "C" for General Education Competency courses) during their program of study~~

If a student earns a grade that is not considered successful based on Ashford's academic policies or a company's education benefits policy, it will be considered an allowance. Allowances will be covered under the grant and the company will not be held responsible for the associated cost of that course. Students may become ineligible for the CFTG if they receive more than two (2) allowances or if they violate University policies as outlined in the Ashford University Academic Catalog. Allowances may reset on an annual basis provided students maintain successful progression and still meet their required funding amount. Students must also abide by all applicable Undergraduate Program Satisfactory Academic Progress (SAP) Standards or Graduate Program SAP Standards. Students are always expected to understand, meet, and abide by any Employer requirements in order to continue to receive CFTG benefits. Ashford University or the Employer may remove a student from the CFTG at any time. Removal will be effective at the conclusion of the student's current course. If a student becomes ineligible for CFTG at any point in time, the University will

automatically revert the student to cash as a payment option. If the student would like to use an alternate payment option instead of cash, they may submit a payment option change request. Students may appeal the loss of their CFTG eligibility to Ashford University at any time.

The CFTG funds up to ten (10) undergraduate or eight (8) graduate courses over a period of time, up to 12-months, referred to as an FTG Year. Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) or six (graduate) week module, is prohibited for CFTG recipients, unless pre-approved for extenuating circumstances on a case-by-case basis. Under no circumstances can a student complete more than ten (undergraduate) or eight (graduate) courses within a single CFTG year. All required CFTG forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. In addition, the CFTG Disclosure and Waiver Annual Renewal Form and the Net Price Calculator Results must be re-submitted every FTG Year ~~twelve months~~ to continue participation. The CFTG benefits continue as long as (1) students continue to meet Employer's eligibility requirements, (2) students have not completed their degree (continuation will require a new application), and (3) students do not elect to discontinue participation in the CFTG program. Students must send all required forms to their assigned Academic Advisor for verification at least seven (7) days prior to the start of classes in the applicable *FTG Year*. ~~12-month period~~. The University provides this grant in conjunction with the funding provided by the Employer. The Employer must supply a ~~qualified tuition benefit~~ *qualifying amount of tuition assistance* for their students to be eligible for the University CFTG accompanying grant. CFTG students who have employer or third-party administrator (TPA) required steps to ensure payments are issued will be required to maintain a valid credit card on file. Failure of the Employer or student to supply any required payment may result in loss of CFTG benefits for the grant recipient. Documentation required for the Corporate Full Tuition Grant includes the following:

- Corporate Full Tuition Grant Agreement (executed between the University and Employer);
- Corporate Full Tuition Grant Acknowledgement, Waiver and Release Form;
- ~~Full~~ Tuition Grant Student Credit Card Payment Authorization Form (if applicable);
- Student Finance Agreement indicating Corporate Full Tuition Grant;

- Corporate Full Tuition Grant Disclosure and Waiver Annual Renewal Form (completed annually after first year of enrollment).

This program may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. Students are encouraged to speak with their Advisor to explore all programs they may be eligible for prior to submitting their Corporate Full Tuition Grant documents.

Page 58-59

Correction, Published 11/01/2018

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Page 67-68

Revision, Effective 11/19/2018

Verification for Federal Student Aid Eligibility

The federal government requires colleges and universities to verify, or confirm, the data reported by students and/or their parent(s) on the FAFSA. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents ineligible students from receiving financial aid to which they are not entitled. A subset of financial aid applications are randomly selected by the U.S. Department of Education for verification. If a student is selected for verification, there is an asterisk next to the Expected Family Contribution (EFC) on the Student Aid Report (SAR). The SAR may be viewed online at <https://studentaid.ed.gov/sa/fafsa> ~~www.fafsa.gov~~ under Step 3, "View and Print Your Student Aid Report."

Applications selected for verification are placed into a Verification Tracking Group (V1, V4, or V5). The SAR indicates with a tracking flag for which group the student has been selected. Items to be verified are based on the specific Verification Tracking Group. If a student is selected for verification, the Financial Aid Office notifies the student of required documentation.

The student (and parent(s) of dependent students), are required to provide appropriate and legible supporting documents to the Financial Aid Office. Depending on the *Verification Tracking Group selection* selected, one or more of the following documents may be requested:

1. Verification Worksheet;
2. *For tax filers* - IRS Tax Return Transcript or use of IRS Data Retrieval Process;
3. *For non-tax filers* – W-2s from each employer/statements regarding income earned from work and verification of non-filing;

- ~~4. Documentation of Supplemental Nutrition Assistance Program (SNAP), if applicable;~~
- ~~5. Documentation of child support paid, if applicable;~~
- ~~6. Documentation of other untaxed income, if applicable;~~
4. Verification of high school completion (or equivalent), if applicable; and,
5. Identity and Statement of Educational Purpose, if applicable.

Please note that additional documents *regarding household size and income* may be requested at the Financial Aid Office's discretion *to complete the verification process*.

Participation in the verification process is not optional. Students with V1 verification category, who do not submit the required documentation within 30 days of request may experience financial aid processing delays, and may be administratively withdrawn until all supporting verification documents have been received by the University's Financial Aid Office.

New online students who are selected for the customized verification categories of V4 or V5 must submit the required Identity and Statement of Educational Purpose documentation prior to progressing beyond conditional admission status or they will be administratively withdrawn prior to attending week four of their first course. Any other required documentation must be completed within 30 days of request.

Continuing ~~online~~ students who are selected for the customized verification categories of V4 or V5 must submit the Identity and Statement of Educational Purpose within ~~14-30~~ 30 days of notification ~~and as well as~~ any other requested documentation ~~within 30 days~~. *In the event the 30th day falls within the last week of the course, students will be permitted to complete that course. In the weeks following the deadline if all requested documentation is not received, students will be withdrawn from the University and any Title IV aid previously disbursed must be returned on students' behalf.*

If clarification is needed on a verification document or the Student Aid Report, an advisor from the Financial Aid Office will contact the student for additional information. Possible corrections may be required on the SAR. If a student's financial aid award in any way changes as a result of verification, a new award letter is generated and available via the portal to view or print. Verification Worksheets can be obtained on the Student Portal. Financial aid will not be processed or disbursed if

an applicant fails to provide the appropriate and legible verification documentation.

Page 97

Addition, Effective 10/30/2018

Other Grading Designations

PM = Pass Mastery. Equivalent to a 4.0 grade (A) in competency based programs.

PP = Pass Proficient. Equivalent to a 3.0 grade (B) in competency based programs.

Page 100-102

Addition, Effective 10/30/2018

Course Drop

Drop Deadlines:

15-Week course = Day 3

For 15-week courses, students who officially drop or are administratively dropped from a course after Day 3 and have a Last Date of Attendance (LDA) in Day 4 through Week 12 will receive a grade of "W" in the course. Students who officially drop or are administratively dropped from a course prior to the course end date and have an LDA in Weeks 13-15 will receive a grade of "WF" in the course.

Deadlines to Drop with a Grade of W:

15-week course = Week 12

Graduate Competency Based Standard Term Program Measures

Loan periods for graduate competency based standard term programs are comprised of two 15-week terms. The beginning date of the loan period for these programs will coincide with the start date of the first term in the loan period.

Page 145

Revision, Effective 11/13/2018

Bachelor of Arts in Business Information Systems

Major Course Requirements (45 credits)

- *ENG 328 Scientific and Technical Writing (3 credits) Prerequisites: ENG 122 and fulfillment of General*
- ~~COM 340 Technical Writing (3 credits)~~

Page 186

Revision, Effective 11/13/2018

Bachelor of Arts in Psychology

Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: ~~36~~ 39 credits

Electives: 41 credits

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

**In this program 3 credits from the major can also satisfy the General Education Requirements.*

Major Course Requirements (36 39 credits)

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- **MAT 232 Statistical Literacy (3 credits)*
- PSY 331 Psychology of Learning (3 credits)
- PSY 301 Social Psychology (3 credits) Prerequisite: PSY 101, SSC 101 or equivalent
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits) Prerequisite: MAT 232
- PSY 304 Lifespan Development (3 credits) Prerequisite: PSY 101
- PSY 326 Research Methods (3 credits) Prerequisite: MAT 232
- PSY 330 Theories of Personality (3 credits) Prerequisite: PSY 101 or equivalent
- PSY 350 Physiological Psychology (3 credits) Prerequisite: PSY 101 or equivalent
- PSY 303 Abnormal Psychology (3 credits) Prerequisite: PSY 101 or equivalent and PSY 330
- PSY 496 Applied Project (3 credits) Prerequisite: GEN 499

Page 190

Revision, Effective 01/31/2018

Bachelor of Science in Nursing (RN to BSN)

The Bachelor of Science in Nursing (RN to BSN) program is accredited by the Commission on Collegiate

Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

~~Special Terms and Conditions: The baccalaureate degree in nursing (RN-BSN) at Ashford University is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. Please be advised that without programmatic accreditation, RN to BSN program students may not be able to transfer credits to another higher education nursing program, apply for federal scholarships or grants, obtain federal employment or join the military in an RN capacity until such accreditation is obtained. In addition, if initial accreditation is not granted prior to the conclusion of a student's program, RN to BSN program graduates should be aware that graduation from a programmatically accredited undergraduate nursing program may be an admissions requirement for entry into graduate level study in the field.~~

Alabama Residents: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice.

Page 225

Addition, Effective 10/30/2018

Conditional Admission Requirements (Graduate Programs)

Applicants seeking admission to any Master's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Have a Bachelor's degree or a graduate level degree from a regionally accredited or approved nationally accredited college or university with a grade point average (GPA) of 2.0* or above. Applicants with a grade point average of 2.0 to 2.74 will be placed on Academic Watch ;

2. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section of this *Catalog*;
3. Have the ability to study in English indicated by one of the following:
 - Earned a Bachelor's degree in which the primary language of instruction was English; or
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 is required. Copies of unofficial scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.

**Applicants to the Master of Science in Instructional Design and Technology competency based education program must have a Bachelor's degree or graduate level degree from a regionally accredited or approved nationally accredited college or university with a grade point average (GPA) of 3.0 or above.*

Page 227

Addition, Effective 10/30/2018

Transfer Credit Evaluation for Graduate Degree Programs

Please note that the Master of Science in Instructional Design & Technology competency based program does not allow for transfer credit.

Page 231-232

Addition, Effective 10/30/2018

Full Admissions Requirements

** Applicants to the Master of Science in Instructional Design and Technology competency based education program must Submit of an official transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate or graduate level degree indicating a minimum GPA of 3.0 with a degree conferral date prior to the start of the first course at Ashford University*

Attendance Policy for Masters Courses

Master of Science in Instructional Design and Technology competency based program students are

expected to meet attendance requirements weekly. Attendance is defined as participating in an academic activity within the online classroom: posting in a discussion forum; submitting a written assignment, journal entry, presentation, flowchart, or project; submitting a video blog; evidence of participation in a teleconference or web conference; or successfully completing a quiz or exam.

Academic Leave

Master of Science in Instructional Design and Technology competency based program students:

- may not submit work during an academic leave and are not permitted to use university resources such as the online classroom during the academic leave;
- are allowed one academic leave per 12-month period; and
- may not extend their academic leave beyond one term in length (15 weeks) and students will not be permitted to return prior to the term they were last enrolled.

Page 255

Effective 10/30/2018 [New CBE Offering]

Master of Science in Instructional Design and Technology

(This version of the program is not accepting new enrollments and is not eligible for Federal Financial Aid.)

Competency Based Education – Equivalent Project-Based Requirements*

- **Novice Project:**
Instructional Analysis (IDT 601, 602)
- **Developing Project:**
Instructional Design and Technology (IDT 603, 604)
- **Intermediate Project:**
Instructional Design Research and Project Management (IDT 605, 606)
- **Proficient Project:**
Instructional Development and Evaluation (IDT 607, 608)
- **Expert Project:**
Advanced Instructional Design and Technology (IDT 609, 610)
- **Mastery Project:**
Instructional Design Final Project (IDT 611, 612)

Graduation Requirements

To be eligible for the Master of Science in Instructional Design and Technology degree, a student must successfully complete the following:

Competency Based Education Program

- Six projects (equivalent to 36 credits); and
- Earn a Pass Proficient or Pass Mastery grade in each project (equivalent to a minimum cumulative grade point average of 3.00 in all coursework).

The degree will be noted on the transcript as a Master of Science in Instructional Design and Technology.

Page 282

Correction, Published 10/23/2018

Cohort Size Management

Ashford University reserves the right to make adjustments to student schedules, courses, and programs, including but not limited to cancellation, postponement, course dates, sequence, and modality as deemed necessary by University administration. The University may postpone the scheduled starting date or the class schedule due to insufficient cohort size based on projected or actual enrollment in the course. The delay period will be determined by the time necessary to secure sufficient enrollment in the course, but will not exceed one year in length. Students unable to register for a particular course will receive a full refund for any tuition paid for that course. Registration in a particular course section or with a specific instructor is not guaranteed. Students are classified as full time while enrolled.

~~IMPORTANT NOTE: Additionally, insufficient cohort sizes may occur at the Denver Campus when a student finishes the core program courses and moves into the specialization. The University reserves the right to adjust a student's modality from attending the Denver Campus to attending Online in order to promote a healthy academic experience. Students adjusted to the online modality by the University will maintain tuition and fees equivalent to the tuition and fees required at the Denver Campus.~~

Page 258

Published 11/01/2018 clarification for CMHC Specialization; and Marriage, Couples and Family Counseling Specialization

Master of Arts in Counseling; Clinical Mental Health Counseling Specialization

(This program is no longer accepting new enrollments)

Program Requirements

First Year

- CSL 5530 Cultural Diversity & Individual Differences (3 credits)
- CSL 5101 Professional Orientation & Issues in Counseling (3 credits)
- CSL 5280 Ethics, Laws & Standards of Professional Practice (3 credits)
- CSL 5290 Theories & Techniques of Counseling & Psychotherapy (3 credits)
- CSL 6210 Survey of Psychopathology (3 credits)
- CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy (3 credits)
- CSL 5130 Life Span Development (3 credits)
- CSL 5420 Principles of Social Psychology (3 credits)
- CSL 6120 Lifestyle & Career Development (3 credits)
- CSL 6160 Family Systems & Dynamics (3 credits)

Second Year

- CSL 5410 Physiological Bases of Behavior (3 credits)
- CSL 5610 Psychometrics: Tests & Measurements (3 credits)
- CSL 6851 Counseling Practicum (1 credit)
- CSL 6501 Psychology of Personality (3 credits)
- CSL 6230 Treatment of Family Violence (3 credits)
- CSL 6852 Counseling Practicum (1 credit)
- CSL 6140 Assessment of Children & Adolescents (3 credits)
- CSL 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- CSL 6853 Counseling Internship (1 credit)
- CSL 6820 Treatment of Children & Adolescents (3 credits)
- CSL 6370 Addiction Counseling (3 credits)
- CSL 6854 Counseling Internship (1 credit)
- CSL 6855 Counseling Internship (1 credit)

Third Year

- CSL 6856 Counseling Internship (1 credit)
- CSL 6857 Counseling Internship (1 credit)

Master of Arts in Counseling; Marriage, Couples and Family Counseling Specialization

(This program is no longer accepting new enrollments)

Program Requirements

First Year

- CSL 5530 Cultural Diversity & Individual Differences (3 credits)
- CSL 5101 Professional Orientation & Issues in Counseling (3 credits)
- CSL 5280 Ethics, Laws & Standards of Professional Practice (3 credits)
- CSL 6600 Theories & Techniques of Marriage & Family Therapy I (3 credits)
- CSL 6210 Survey of Psychopathology (3 credits)
- CSL 6610 Theories & Techniques of Marriage & Family Therapy II (3 credits)
- CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy (3 credits)
- CSL 6160 Family Systems & Dynamics (3 credits)
- CSL 6380 Seminar in Marriage & Family Therapy (3 credits)
- CSL 5610 Psychometrics: Tests & Measurements (3 credits)

Second Year

- CSL 6230 Treatment of Family Violence (3 credits)
- CSL 6580 Human Sexuality & Sexual Disorders (3 credits)
- CSL 6951 Marriage & Family Therapy Practicum (1 credit)
- CSL 6460 Marital Systems (3 credits)
- CSL 5130 Life Span Development (3 credits)
- CSL 6952 Marriage & Family Therapy Practicum (1 credit)
- CSL 5400 Understanding, Interpreting, & Applying Statistical Concepts (3 credits)
- CSL 6120 Lifestyle & Career Development (3 credits)
- CSL 6953 Marriage & Family Therapy Internship (1 credit)
- CSL 6220 Family/Marital Assessment (3 credits)
- CSL 6370 Addiction Counseling (3 credits)
- CSL 6954 Marriage & Family Therapy Internship (1 credit)

- CSL 6955 Marriage & Family Therapy Internship (1 credit)

Third Year

- CSL 6956 Marriage & Family Therapy Internship (1 credit)
- CSL 6957 Marriage & Family Therapy Internship (1 credit)

Graduation Requirements

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

- The approved program consisting of 61 credits;
- Completion of all practicum and internship requirements; 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 Counseling.

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.