## Contents

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Course Descriptions
(Includes only new, revised or discontinued)

Please see the Course Descriptions section in the Online Catalog for course descriptions not listed below. Revised course descriptions will be shown in italics, discontinued courses will be indicated with a strikethrough. New course descriptions will be standard font.

BUS 202 Professional & Business Communications  3 Credits
In today’s modern business world, professionals must excel in verbal, written, and visual business communication practices, including electronic and in-person communication. Almost every job posting includes a requirement for proficiency in verbal and written communication. As a result, to move up in one’s career, it is a critical necessity to develop these essential employability skills. In this course, students will learn the techniques of effective and appropriate business and professional communications for speech, video presentations, emails, PowerPoint, Web content, professional networking, and visual representations of data and be able to apply these techniques to all professional and business communications.

BUS 410 Digital Marketing Essentials  3 Credits
This course is designed to provide the theoretical understanding of the digital marketplace necessary to adapt to its many changes, while also equipping students with the skills they will need to perform vital functions of digital marketing. Prerequisite: BUS 330.
This course is designed to provide the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping the students with the skills they will need to perform vital functions of internet marketing.

BUS 495 Marketing Capstone  3 Credits
This course is designed to bring together marketing knowledge gained throughout the entire program. Students will demonstrate a mastery of marketing components by designing and developing a strategic marketing plan for a product or service. The plan will reflect an understanding of the real-world problems by offering realistic solutions to business-to-business markets as well as domestic and global markets. Students will formulate the marketing plan sustainably and responsibly by evaluating various concepts such as consumer behavior, environmental analysis, market research, marketing mix (product, price, place, promotion), and digital and social marketing practices. Prerequisites: GEN 499. This course must be taken last in the program.
This course is designed to bring together marketing knowledge gained throughout the entire program. Students will demonstrate a mastery of marketing components by designing and developing a marketing plan for a product or service. The student will be attentive to domestic and global markets in a sustainable and responsible manner.

BUS 638 International Business  3 Credits
The International Business (Virtual Experience) course is designed to offer students opportunities for analyzing information and strategies for conducting business in the international marketplace. The course will allow students to examine international business practice and their impact on the global market via business process analysis such as PESTLE, SOAR, and SWOT. In addition, the course will expand on students’ knowledge of international business strategies and procedures, global corporate social responsibility and current international norms. The course will also demonstrate the impact of financial risks and currency fluctuation on foreign investment. Lastly, this course will give students the opportunity to examine various cultures through interactive activities. Prerequisite: As this course is an elective option for the student, elective courses must be completed after all other major courses and prior to the capstone course.

The International Business (Virtual Experience) course is designed to offer students an overview of the concepts of conducting business in the international marketplace. The course will allow students to examine international business practice and their impact on the global market via business process analysis such as PESTLE, SOAR, and SWOT. In addition, the course will expand on students’ knowledge of international business strategies and procedures, global corporate social responsibility and current international norms. The course will also demonstrate the impact of financial risks and currency fluctuation on foreign investment. Lastly, this course will give students the opportunity to examine various cultures through interactive activities. Prerequisite: As this course is an elective option for the student, elective courses must be completed after all other major courses and prior to the capstone course.

COM 327 Visual Communication  3 Credits
Students will be introduced to communication fields’ standards related to the design of visual messages and the various software programs within the field. This course will teach students the importance of visual elements in communication, and how to effectively incorporate visual elements into messages for various media platforms.

ECE 311 Early Childhood Curriculum & Methods  3 Credits
Course is no longer offered.

ECE 430 Early Childhood Education Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 499.

ECE 497 Child Development Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 499.

EDU 417 Cognitive Studies Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 499.

EDU 440 Information Literacy  3 Credits
This course will prepare students to be information-literate practitioners within a library environment. Students will learn the six frameworks of the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education, and will examine ways of teaching information literacy to library users. This course will provide students with hands-on experiences in strategies to access information in the 21st century, evaluate resources, and effectively use search engines to locate information. Students will learn Web 2.0 tools in a systematic way recommended by professional library associations.

EDU 495 Library Science & Media Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 499.

EDU 496 Capstone Instructional Design  3 Credits
Course is no longer offered. Equivalent to EDU 499.

EDU 498 Education Studies Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 499.

EDU 695 MAED Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 696.

ELL 417 English Learner Studies Capstone  3 Credits
Course is no longer offered. Equivalent to EDU 499.

ENG 325 Intermediate Composition  3 Credits
Students in this course will practice writing for multiple audiences and purposes. In addition to researching academic arguments, the course emphasizes the analysis of discourse and writing in a variety of contexts, including public, personal, political, and professional.

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Students will synthesize the various voices that are involved in conversation, debate, and action, as well as add to the dialog with their own nuanced contributions. This course will focus on advancing critical thinking, analytical research, and written communication skills through English composition assignments and activities. Prerequisites: ENG 121 and ENG 122 or equivalents.

Intermediate Composition is designed for students who have some experience with college-level writing but want to develop their ability to write. The goal of this course is to help students learn techniques for writing effective narrative, reflective, analytical, and research essays. These techniques include the effective use of specific details to engage and persuade readers, methods of organization that enable readers to follow a line of thinking, and strategies for editing sentences for clarity and conciseness.

**EPP 553 Secondary Integrated Reading Methods** 3 Credits
This course will provide students with the opportunity to acquire knowledge, skills, and ability to deliver comprehensive instruction to English learners. Students will learn how to implement instructional programs that facilitate English language acquisition and development, including receptive and productive language skills, and that logically progress to the grade level reading/language arts program for English speakers. Students will acquire and demonstrate the ability to utilize assessment information to diagnose students’ language abilities and to develop lessons that promote students’ access and achievement in relation to state adopted academic content standards.

**EXP 200 Fundamentals of Adult Learning** 3 Credits
Course is no longer offered.

**GRO 202 Psychology of Aging** 3 Credits
Course is no longer offered.

**GRO 330 Social Policy & Aging** 3 Credits
Course is no longer offered.

**GRO 338 Mental Well-Being & Aging** 3 Credits
Course is no longer offered.

**GRO 440 Ethics & Legal Aspects of Aging** 3 Credits
Course is no longer offered.

**HCA 322 Health Care Ethics & Medical Law** 3 Credits
Prerequisites: GRO 325, HCA 305, HCA 205, HPR 201, HPR 231 or NUR 300

**HIS 342 The Middle East** 3 Credits
Course is no longer offered. Equivalent to SOC 308.

**HSM 318 Emergency Planning and Response** 3 Credits
This course will provide students with the skills to develop a comprehensive plan for risk analysis, threat assessment, staffing an emergency operations center, coordinating with supporting agencies, and the creation of a continuing testing program. Analysis of historical incidents as well as realistic scenarios are used to teach students how to plan for natural disasters as well as terrorism and other emergencies at the federal, state and local levels. This course is designed to provide students with the ability to evaluate an emergency incident, determine its scope, understand the function of the first responders, learn the communication procedures necessary to alert the appropriate agencies, and understand how first responders are dispatched. Students will create a recovery plan for response to large scale incidents.

**INF 338 Leadership & Communication Skills for Project Managers** 3 Credits
Course is no longer offered.

**JRN 323 Broadcast & Digital Journalism** 3 Credits
Prerequisite: JRN 301

**JRN 330 Media Law & Ethics** 3 Credits
Prerequisite: JRN 201

**JRN 335 Cyber-journalism** 3 Credits
Course is no longer offered. Equivalent to JRN 341.

**LEA 420 Socio Cultural Intelligence in Criminal Justice** 3 Credits
LEA420 Socio-Cultural Intelligence in Criminal Justice will introduce students to the concept of effectively engaging with individuals from aspects of society different than their own. Emphasis will be on the implications of cultural intelligence for criminal justice practitioners in today’s increasingly complex communities. This will include an exploration of changing social expectations, developing a diverse workforce that is reflective of the community, and the implications of cultural intelligence in problem solving, decision-making, and communication, as well as examining both explicit and implicit bias.

**LIB 318 Peacemaking: A Study of Conflict Resolution** 3 Credits
Course is no longer offered.

**LIB 320 Global Socioeconomic Perspectives** 3 Credits
Course is no longer offered.

**LIB 323 Revolution & Terrorism in the Modern World** 3 Credits
Course is no longer offered.

**MGT 440 Dark Side of Leadership** 3 Credits
The purpose of this course is to provide an in-depth examination of light (ethical) and dark (unethical) leadership paradigms. Students will compare and contrast light and dark leadership styles while examining the effectiveness of each. Topics to be explored include dark leadership, general ethical principles, normative leadership theories, as well as, examining the challenges of ethical leadership in a global society.

**MIL 497 Military Studies Capstone** 3 Credits
In this final course, students will demonstrate their mastery of program outcomes in the Bachelor of Arts in Military Studies by creating an original research report on a current, relevant, and well-defined subject area. Prerequisite: Successful completion of the General Education Capstone course. Students will demonstrate their mastery of the learning outcomes of the Military Studies major by demonstrating the ability to conduct historical research using primary and secondary sources and by creating a final research paper requiring comprehensive critical analysis of an approved topic in the area of military leadership, conflicts, peace-making, peace-keeping, and humanitarian efforts.

**MPH 603 Applied Behavioral Science** 3 Credits
Prerequisites: MPH 602, HIA 625, and Faculty Advisor Approved

**MPH 604 Principles of Epidemiology** 3 Credits
Prerequisite: MPH 604-HIA 625

**MPH 605 Environmental Health Sciences** 3 Credits
Prerequisites: MPH 606 and Preliminary Practicum Work Approved

**MPH 699 Public Health Capstone/ Culminating Experience** 3 Credits
Prerequisite: MPH 605 and MPH 650
PED 212 Foundation of Movement & Motor Activities 3 Credits
Last offer date will be 9/17/2019. Equivalent to ECE 207.

POL 211 Introduction to Politics 3 Credits
Course is no longer offered.

PPA 220 Public Service Leadership 3 Credits
PPA 220 Public Service Leadership examines the concepts and principles found in public service leadership. Introduces public sector leadership theories and explains the impact on government and societal relationships. Examines the role of ethics in the public service realm and the importance of building trust with the organization and the citizenry. Explores innovations for new leadership models for the future.

PPA 310 Public Organizational Theory & Behavior 3 Credits
PPA 310 Public Organizational Theory and Behavior presents the theories of how people behave in organizations with the emphasis on public sector and non-profit organizations. This course addresses Organization Behavior, Organization Theory, and Public Management with emphasis on public accountability while providing a perspective for managing public and nonprofit sector organizations. The focus is on the primary foundational aspects of organizational structure, communication, and accountability directly to the citizen. Students will also apply theory to practice and understand how to respond to the public mood of cutback and reduction in addition to an overall distrust of government.

PPA 510 Ethical Public Leadership 3 Credits
This course examines the ethical constructs found in public leadership. Reviews the different fundamental and ideal theories associated with the public leader. The course especially evaluates the public and non-profit sectors as they relate to culture, society and diversity, when making leadership decisions. The framework for public leadership is also examined to identify why foresight is needed in the public sphere.

PPA 520 Stewardship of Public Funds 3 Credits
This course is an exploration of current governmental fiscal management practices. Nonprofit organizations are also included because they rely on special tax-exempt status conferred by the government and often receive government funding. Students in this course examine finance and budgeting concepts, theories, policies, and practices related to organizations as well as the fiscal climate within which they operate.

PSY 325 Statistics for the Behavioral & Social Sciences 3 Credits
Descriptive and inferential statistics are investigated and multiple techniques for statistical analysis are introduced in this course. Formulas for presenting and evaluating data are explored in accordance with generally accepted protocol for statistical analysis. Prerequisite: MAT 232 (students in the RN-BSN program are waived from the MAT 232 course prerequisite)

SOC 322 Sociological Aspects of Adulthood 3 Credits
Course is no longer offered.

SOC 326 Diversity & Aging 3 Credits
Course is no longer offered.

SSC 320 Global Socioeconomic Perspectives 3 Credits
This course is an examination of global socioeconomic development in the context of globalization. Topics include population growth, natural resources, sustainable growth, migration, diplomacy, and the global consequences of inequality, poverty, and war. These topics are examined through the lens of social expectations, gender ideals, and economic justice. Equivalent to LIB 320.
Errata
The errata listed below apply to the 2019-2020 Ashford University Academic Catalog (effective date is July 1, 2019 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
Revision, Published 10/14/2019
Ownership
Ashford University, LLC is a wholly owned subsidiary of
Zovio Inc
1811 E. Northrop Blvd.
Chandler, AZ 85286
8620 Spectrum Center Blvd.
San Diego, CA 92123

Page 4
Addition, Published 8/8/2019
State Regulatory Information

Page 15
Revision, Effective 10/22/2019
Nondiscrimination
Questions regarding Title IX may be referred to the Ashford University Title IX Coordinator, Leah Belsley, at titleix@ashford.edu, or 8620 Spectrum Center Blvd., San Diego, CA 92123, 866.974.5700 Ext. 20705 or to the Office for Civil Rights at Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

Page 19 & 23
Revision, Effective 10/22/2019 [Title IX Coordinator]
Revision, Published 10/14/2019 [Address update]
Title IX/SaVE Coordinator for Ashford University:

Leah Belsley, Access and Wellness Counselor, Title IX Coordinator
Leah Belsley can be contacted at: Phone: (800) 798-0584, ext. 20705
Email: titleix@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

Poppy Fitch, Associate Vice President, Student Affairs, Title IX/ADA Compliance Coordinator
Poppy Fitch can be contacted at: Phone: (800) 798-0584, ext. 20702

Leah Belsley, Access and Wellness Counselor, Deputy Title IX Coordinator
Leah Belsley can be contacted at:
Phone: (800) 798-0584, ext. 20705
Email: titleix@ashford.edu
Mailing Address: 1515 Arapahoe Street, Tower 3, Denver, CO 80202-8620 Spectrum Center Blvd, San Diego, CA 92123

Page 26
Revision, Published 10/14/2019
Investigation Findings: Appeal
The accused and/or complainant have five (5) business days, barring documented unforeseen circumstances from the date of communication of findings, to present the formal appeal, in writing, to the Senior Vice President, University Services and Strategic Planning of Ashford University, Sheri Jones. The Senior Vice President for Academic Affairs and CAO of Ashford University, Dr. Laura Palmer Noone.

The Senior Vice President for Academic Affairs and CAO Senior Vice President, University Services and Strategic Planning may be contacted as follows:
Email: Laura.PalmerNoone@ashford.edu
Sheri.Jones@ashford.edu
Mailing Address:
Dr. Laura Palmer Noone Senior Vice President for Academic Affairs and CAO,
Sheri Jones, Senior Vice President, University Services and Strategic Planning Ashford University
8620 Spectrum Center Blvd, San Diego, CA 92123

Page 30
Revision, Effective 10/22/2019
ADA Coordinator of Ashford University:
Rachel Orlansky, Director of Access and Wellness, ADA Compliance Officer
Rachel Orlansky can be contacted at:
Phone: (800) 798-0584, ext. 20706
Email: Rachel.Orlansky@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

Poppy Fitch, Associate Vice President, Student Affairs, ADA Compliance Officer

Poppy Fitch can be contacted at:
Phone: (800) 798-0584, ext. 20702
Email: poppy.fitch@ashford.edu
Mailing Address: 8620 Spectrum Center Blvd, San Diego, CA 92123

Page 32
Revision, Published 8/8/2019

How to File an Appeal

The student should set forth in writing at least one of the above grounds for appeal with the information that supports the ground(s) for appeal. The written appeal shall be sent to GrievanceAppeal@ashford.edu. Students in the state of Georgia may appeal the final decision to:
Georgia Nonpublic Postsecondary Education Commission 2082 East Exchange Place, Suite 220 Tucker, GA 30084-5305 (770) 414-3300

Page 39
Revision, Published 9/27/2019

Special Provisions

Advisor of Choice

Both the accuser and the accused will be provided with the same opportunities to have others present during any institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. Students engaged in conduct procedures may be accompanied by the advisor of their choice to any meeting or proceeding. However, the advisor may only advise the student, and not otherwise participate in the proceedings.

Page 53
Addition, Effective 10/16/2019

Undergraduate Programs Tuition & Fees

Fees:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Fee (per course)*</td>
<td>$95.00</td>
</tr>
<tr>
<td>Books, course digital materials** and instructional materials</td>
<td>$115.00</td>
</tr>
<tr>
<td>(average per course)</td>
<td></td>
</tr>
<tr>
<td>Prior Learning # Assessment - sponsored professional training (per credit evaluated) ***</td>
<td>$30.00</td>
</tr>
<tr>
<td>Prior Learning Assessment: Experiential Learning Credit Workshop Fee †</td>
<td>$275.00</td>
</tr>
<tr>
<td>California Student Tuition Recovery Fund^^</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

† Includes access to the workshop and one essay submission.

Page 63
Revision, Published 9/27/2019

Military Veteran’s Benefits Plan

VA Certification Term: Students may be certified for their Veterans Affairs (VA) educational benefits for up to a full certification term of scheduled courses. A certification term is defined as up to four courses for undergraduate students and up to three courses for graduate students. Certification for benefits will occur no earlier than 120 days prior to the start date of the last course within the certification term. Certification will occur no later than 30 days after the start date of a course.

Non-Degree Seeking students using VA Benefits: If using VA benefits, only two terms of General Education courses can be taken while a student has an undeclared program, unless a valid Primary School Letter is on file stating the course taken at Ashford University will transfer to the student’s Primary School.

Page 68
Revision, Published 7/16/2019

Ashford University Alumni Tuition Grant

Students who graduate from an Ashford University or University of the Rockies Master’s degree program and enroll in an Ashford University Doctoral program also qualify for the Alumni Tuition Grant. Students awarded this grant will receive a 25% tuition discount per course. This discount may not be utilized concurrently in the same enrollment period with any other Ashford University sponsored grant, scholarship, or benefit program. To maintain eligibility, students must maintain Satisfactory Academic Progress and remain continuously enrolled at the University.

Page 96
Revision, Effective 7/16/2019

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

Page 97
Revision, Published 9/27/2019

Non-Degree Seeking Students

Applicants seeking to enroll in one or more courses as a non-degree seeking student are generally expected to meet the full admissions requirements for the degree program through which the course(s) are offered* and any prerequisite coursework required for an individual course. Non-degree seeking students are not eligible to take EXP 105 or Capstone coursework. A limit of two courses may be taken and submitted to the VA if a student is not enrolled an approved degree program and the courses must be in a general education subject area. Additional courses may be taken and submitted to the VA only if a student enrolls in an approved Ashford University degree program or a valid Parent Primary School Letter is on file stating the course taken at Ashford University will transfer to the student’s Primary School. Admission requirements for enrolling in coursework as a non-degree seeking student are outlined specifically in each degree-level section of this Catalog.

Page 105
Correction, Published 7/31/2019

Repeated Courses – Doctoral

During Coursework phase of a student’s program: Students may repeat any course with grades of C, C+, U, WU, or NP (In-Residence Workshops only) once. A maximum of two different courses with grades of C, C+, U, WU, or NP may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, U, WU, and NP grades at the Doctorate level.

If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable C, C+, U, WU, and NP grades. If a student has less than a 3.0 GPA and exceeds the number of allowable C, C+, U, WU, and NP grades, the student will be academically dismissed from their program of study. If the student has a 3.0 GPA or greater, the student will be granted an exception to the number of allowable C, C+, U, WU, and NP grades and may continue attending courses without interruption, but the student must retake any unsuccessful grades applicable to the current program within the next three (3) courses. While all courses and grades remain on a student’s transcript, any course with a C, C+, U, WU, or NP grade may be excluded from this policy if a subsequent 18 credits of coursework with grades of B- or better is completed.

During the Doctoral Research phase (beyond Capstone) of a student’s program: Students may earn a maximum of two NP grades during the Doctoral Research phase of their program: Dissertation Planning I, Dissertation Planning II, Applied Doctoral Project Planning I, Applied Doctoral Project Planning II, Dissertation, Dissertation Extension, Applied Doctoral Project, Applied Doctoral Project Extension courses, and/or In-Residence Workshops, if applicable. Students who exceed the number of allowable NP grades during the Doctoral Research phase will be academically dismissed from their program of study.

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

Repeated Courses - Doctoral

A student may repeat any course with grades of C, C+, NP, U, and WU once. A maximum of two different courses with grades of C, C+, NP, U, and WU may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, NP, U, and WU grades at the Doctorate level.

If a single course is failed more than once, or more than two different courses are failed, exceed the number of allowable C, C+, U, WU, and grades. If a student has less than a 3.0 GPA and exceeds the number of allowable C, C+, U, and WU grades, the student will be academically dismissed from their program of study. If the student has a 3.0 GPA or greater, the student will be granted an exception to the number of allowable C, C+, U, and WU grades and may continue attending courses without interruption, but the student must retake any unsuccessful grades applicable to the current program within the next three (3) courses. While all courses and grades remain on a student’s transcript, any course with
a C, C+, U, or WU grade may be excluded from this policy if a subsequent 18 credits of coursework with grades of B- or better is completed.

Doctorate level students may earn a maximum of two NP grades in Dissertation, Dissertation Extension, Applied Doctoral Project, and/or Applied Doctoral Project Extension courses. Students who exceed the number of allowable NP grades in Dissertation, Dissertation Extension, Applied Doctoral Project, and/or Applied Doctoral Project Extension courses will be academically dismissed from their program of study.

Doctor of Psychology, Clinical Specialization Program:
A student may repeat any course with grades of C, C+, NP, U, and WU once. A maximum of two different courses with grades of C, C+, NP, U, and WU may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, NP, U, and WU grades in their program.

If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable C, C+, NP*, U, and WU grades. If a student has less than a 3.0 GPA and exceeds the number of allowable NP, U, and WU grades, the student will be academically dismissed from their program of study. If the student has a 3.0 GPA or greater, the student will be granted an exception to the number of allowable C, C+, NP*, U, and WU grades and may continue attending courses without interruption, but the student must retake any unsuccessful grades applicable to the current program within the next three (3) courses. While all courses and grades remain on a student’s transcript, any course with a C, C+, NP, U, or WU grade may be excluded from this policy if a subsequent 30 credits of coursework with grades of B- or better is completed.


A maximum of two different courses with letter grades of F, or WF may be repeated once at the graduate level. If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable F or WF grades and will be automatically dismissed from their program of study.

All courses remain on the transcript. Unsuccessful completion of the first course of a student’s program will result in the rescheduling of the course and revision of future course sequence. There is no restriction on the number of courses with a grade of C or W that may be repeated at the Master’s level so long as other requirements of satisfactory academic progress are met. The grade point average will be calculated based on the grade given in the second course. Exceptions to the limit on repeating courses must be approved by the Vice President of Academic Services, the University Registrar, or designee.

Dismissed students should refer to the Appeal of Academic Dismissal policy outlined in this Catalog. Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and representative from Academic Affairs. Students who are denied re-admission after an appeal will not be eligible to submit another appeal for a period of less than six (6) months since their last appeal was received by the University. Students who have an approved appeal and do not successfully complete their next scheduled repeated course will be dismissed and may not submit another appeal for a period of less than six (6) months.

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

Incomplete Grades
Eligibility Criteria
For students experiencing temporary hardships, Incomplete “I” grades may be issued at the discretion of the instructor. 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); and
The student must submit an Incomplete Grade Request to his or her instructor prior to the submission of final grades.

Due to required hours necessary for a particular term of a registered Practicum and the multiple term experience for Internship, and Doctoral Research Dissertation/Applied Doctoral Project courses, incomplete grades may not be issued for Practicum, Internship, Dissertation/Applied Doctoral Project Planning I and II/Applied Doctoral Project or Dissertation/Applied Doctoral Project Extension or Dissertation/Applied Doctoral Project courses, with the exception of the final Practicum or Internship course in the series.

Page 114
Revision, Published 9/17/2019
Bachelor's Degree Transfer Credit, Prior Learning Credit, and Nontraditional Credit Provisions and Limitations

- A maximum of 90 credits of combined nontraditional learning, prior learning, and transfer credits may be accepted and applied toward the 120 credits required for a Bachelor’s degree.
- Within the 90 credit maximum, a maximum of 75 credits of nontraditional credit, including a maximum of 30 credits of prior learning may be applied toward degree completion. These 75 credits can be any combination of acceptable types of nontraditional credit.
- Within the 75 credit nontraditional maximum, a maximum of nine (9) nontraditional credits may be applied toward the major requirements (including additional majors). Nontraditional credits may also apply up to a maximum of 50% of the requirements for a minor or specialization or 100% of the requirements for a transfer concentration. The content of nontraditional credits must be comparable to the content of the replaced course.
- Nontraditional credit may not be counted toward the residency requirement in a degree program.
- Nontraditional credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.
- Nontraditional credit is posted to the transcript as credit earned (i.e., without a grade), and does not affect a student’s grade point average.
- PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.

- A maximum of nine (9) credits with a “D” grade are transferable into a program of study as long as the student’s cumulative overall GPA is 2.0 or above. If students sign an Authorization to Close File form or all transcripts are not obtained, their CGPA cannot be determined therefore, “D” grades cannot be applied. “D” credits cannot be applied toward the major or toward General Education competencies at any time.
- Maximum allowance of six (6) credits may be accepted from Physical Education type activity courses (unless student was a prior PE major). Physical Education type credits are generally applied towards the elective credit requirement.
- Maximum allowance of six (6) credits may be accepted for software applications courses.
- Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.
- Credits earned from a regionally or approved nationally accredited institution as part of an Associate degree where a student earned a 2.0 cumulative GPA or higher are accepted as fulfilling all General Education competency and core competency requirements of a Bachelor’s program*, with the exception of Foundations and Skills for Lifelong Learning General Education Competency, and the General Education Capstone, if one of the two subsequent conditions is satisfied:
  - The student meets the General Education requirements for Bachelor degrees offered through state universities in which the college granting the Associate degree resides; OR
  - The transfer credits and Associate degree have been evaluated and deemed acceptable by the University Registrar’s Office.

*This does not constitute a waiver of any course required to earn a particular major.

*Certificate programs and Associate degrees with minimal general education coursework. Associate of Applied Science (AAS) degrees will not be accepted as fulfilling all General Education core or competency requirements and Credits earned in an AAS degree or certificate program will be evaluated on an individual course by course basis for application toward the Bachelor's degree. Courses taken that are similar to those taken in an Associate of Arts or Associate of Science degree program will be accepted in transfer.

- Georgia residents may apply a maximum of 30 credits toward a Bachelor's degree from credit by examination and prior learning assessment.
Prior Learning Assessment (PLA)

Through Experiential Learning: Students may participate in the experiential learning component by first enrolling in the Experiential Learning Credit (ELC) Workshop, a collection of 5 self-paced modules that guides students through the writing of their Experiential Essay, which will be reviewed for credit towards a specific course in their degree program. To gain access to the ELC Workshop, students will be charged a $275 fee, which includes one essay submission. At the conclusion of all of the modules within the workshop, students may submit one or more experiential essays for review.

Ashford University faculty will evaluate the experiential essay submission for evidence of college-level learning applicable to the student’s Ashford University degree program. Additional charges apply per evaluation submitted, as outlined in the tuition and fee schedule in the Financial Information section of this Catalog. Payment for evaluation is charged per essay submitted for evaluation and does not guarantee that credit will be awarded. No credit is awarded for completion of the workshop.

Students should contact their Academic Advisor to request access to the Experiential Learning Credit Workshop.

Students may participate in one or both PLA components depending on their experience, background, and need.

Prior Learning Assessment credit awarded at another regionally or approved nationally accredited institution may be transferred to Ashford University with the approval of the Ashford University Registrar and the Department of Prior Learning Assessment, if the content area falls within the regular curricular offerings of Ashford University. In order to be applied toward an Ashford University degree, transcript records must include PLA subject area and/or content information. Students may also be required to submit the original PLA documentation. Such transfer credit counts toward the nontraditional credit maximum applicable in a degree program.

Prior Learning Assessment applies to students pursuing Associate or Bachelor’s degrees. It does not apply to students pursuing a graduate degree or non-degree seeking students. To be eligible for PLA, undergraduate students must be fully admitted, satisfy the English Proficiency requirement, and successfully complete their first course at Ashford. Additionally:

- Prior Learning Assessment credit may be applied to an Associate of Arts program on a course match basis only;
- PLA cannot be used to waive EXP 105, Honors College Courses, or a Capstone course; and,
- Prior learning assessment credit may or may not be transferable. It is the student’s responsibility to find out if credits will transfer to an institution that the student may plan to attend in the future.

Students who have formally completed the PLA process but disagree with the final credit decision may be eligible to appeal. Please contact the Department of Prior Learning Assessment to discuss the appeal process. Please read the Nontraditional Credit Provisions and Limitations for more information in this section of the Catalog.

Appeal Procedure beyond a Second (2nd) for a Third Consecutive Conditional Admission Period or Ashford Promise Attempt

Provisional admission status must be attained by the end of the second (2nd) attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second (2nd) attempt of the Ashford Promise must wait six months from the date they were denied admission to re-apply, or they may appeal the University’s decision using the process outlined subsequently to request a third (3rd) any additional consecutive attempt of conditional admission in the Ashford Promise. Students that fail their third (3rd) consecutive attempt of conditional admission in the Ashford Promise will not be provided a fourth (4th) attempt.

Student Success Orientation

The orientation is designed to provide students with a complete overview of the Ashford University experience, prepare them for success in their courses, and help them to self-evaluate their readiness to succeed in an online classroom setting.

Students will be instructed on Ashford University policies and the learner resources that are available to them through interactive videos and assessments.
Students enrolled in orientation must successfully complete all assigned activities. Students who do not participate in a gradable activity during Week 1 will have their enrollment cancelled. Students will need to work with their Enrollment Services Advisor to be rescheduled.

Students must successfully complete orientation prior to commencing any credit-bearing coursework at Ashford University, if required. Students who have successfully completed online coursework at Ashford University are exempt from the orientation requirement.

Page 147
Revision, Published 9/11/2019

General Education Course Sequence

The following General Education course sequence is the standard for the University. Courses may be substituted to satisfy specific General Education requirements. Associate students and Bachelor students with who transfer in with less than 30 transferrable credits will be scheduled to take GEN 104 as their 3rd course following GEN 102. GEN 104 will satisfy 3 credits of elective requirements.

Page 154
Revisions. Effective for students starting on or after 11/19/2019 [Course Change]

Bachelor of Arts in Business Leadership

Major Course Requirements (39 credits)
- MGT 440 Dark Side of Leadership (3 credits)
- MGT 450 Strategic Planning for Organizations (3 credits) Prerequisite: MGT 330

Page 175 and various
Revision, Published 9/11/2019

Certification and Licensure Terms and Conditions:

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

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

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

Pages 170, 171, 172, 174
Correction, Published 10/21/2019

Bachelor of Science in Information Technology
Bachelor of Science in Computer Software Technology
Bachelor of Science in Cyber and Data Security Technology
Bachelor of Science in Web and Mobile App Technology

Core Course of Study
- *MAT 232 Statistical Literacy (3 credits)

*Students must complete MAT 222 and MAT 232 in this program, or equivalent in transfer.

Page 184-185
Revision, Published 9/11/2019

Bachelor of Arts in Education Studies

Certification and Licensure Terms and Conditions: An online degree from Ashford University does not lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at Ashford to determine what state-specific requirements you must complete before obtaining your teacher's license. Ashford graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.
None of Ashford's online education programs are CAEP, TEAC or NCATE accredited. None of Ashford's online education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which is a requirement for certification in some states. Other factors, such as a student’s criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the Education Resource Organizations Directory (EROD) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state’s policies and procedures relating to licensure as those policies are subject to change.

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

California Students: According to education code in California, a degree in professional education does not qualify as the Bachelor’s degree requirement listed in the qualifications to obtain a single subject teaching credential. Thus, the Bachelor of Arts in Education Studies degree offered at Ashford University will not satisfy the BA requirement in the list of qualifications needed to obtain a single subject teaching credential in the state of California.

Current requirements for single subject may be found at https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=16.

Current requirements for multiple subject may be found at https://www.ctc.ca.gov/docs/default-source/leaflets/cl561c.pdf?sfvrsn=12.

Program Outcomes
7. Justify design decisions through effective communication in visual, oral, and written form.

Page 201-202
Revision, Effective 9/17/2019
Bachelor of Science in Human Services Leadership
1. Analyze the delivery of social and community services from a political, socioeconomic, and psychosocial perspective to inform human services leadership decision making;
2. Apply ethical and cultural sensitivity as a human services leader in determining the scope and provision of human services for a variety of populations;
3. Evaluate local social and human services and program offerings at the individual, family, group, organization, and community levels;
4. Analyze leadership roles and responsibilities associated with the ethical administration of human services;
4. Analyze ethical issues and challenges inherent in the administration and provision of human services from a leadership perspective;
5. Examine the development and management of community-based human services programs that support children, adolescents, adults, and families; and
6. Originate research-based projects and develop proposals to implement public policy in the Human Services context.

Page 203
Revision, Effective 9/17/2019 [Pre-requisite revision is for the RN-BSN program only, all other programs will still require MAT 232 as the prerequisite for PSY 325]
Bachelor of Science in Nursing (RN-BSN)
- PSY 325 Statistics for the Behavioral & Social Science (3 credits) Prerequisite: MAT 232. Students in the RN-BSN program are waived from the MAT 232 prerequisite.

Page 204
Correction, Published 7/2/2019 [PD]
Revision, Effective 10/1/2019 [Program Description and PLOs]
Associate of Arts in Military Studies
The Associate of Arts in Military Studies combines a broad general-education curriculum with studies of
specific economic, social, political, technological, environmental, and military challenges. This program enables students to earn a degree while expanding their knowledge of current, relevant, and evolving security and military issues.

The Associate of Arts in Military Studies degree provides students with a solid foundation in general education from which the fundamentals of military studies can be drawn. Students will make use of the critically reflective tools for interpreting pertinent historical, cultural, philosophical, and political issues that lead to an understanding of military studies. For more information about program cost, educational debt, and completion rates of students who attended this program, please visit www.ashford.edu/pd/oaams.

Program Outcomes Students who successfully complete the Associate of Arts in Military Studies degree program will be able to:

1. Explain the concept of security and how it has evolved;
2. Describe past and current economic, social, political, technological, environmental, and military threats and risks;
3. Discuss courses of action to mitigate threats and risks from real-world security and military events; and
4. Identify moral and ethical issues related to the military.

1. Develop logical reasoning skills at a level useful in decision making and problem-solving activities;
2. Develop the ability to communicate written ideas clearly;
3. Explain the concept of power and how it can be exercised;
4. Apply historical events or perspectives to the study of the military;
5. Assess how international relations relate to the study of the military;
6. Examine the role of the military as an instrument for the preservation of peace, as well as the waging of war; and
7. Identify moral and ethical issues related to the military.

Bachelor of Arts in Communication Studies

- COM 327 Visual Communication (3 credits) Prerequisite: JRN 301

Page 210

Revision, Effective 10/1/2019

Bachelor of Arts in Homeland Security and Emergency Management

- HSM 318 Emergency Planning & Response (3 credits)
- HSM 315 Emergency Planning (3 credits)

Page 212

Revision, Effective 9/17/2019

Bachelor of Arts in Journalism and Mass Communication

- COM 327 Visual Communication (3 credits)
- JRN 321 Visual Journalism (3 credits) Prerequisite: JRN 301

Page 212

Revision, Effective 10/1/2019

Bachelor of Arts in Law Enforcement Administration

Program Learning Outcomes

1. Examine the leadership and management skills appropriate to ethical law enforcement administration;
2. Develop management and leadership skills appropriate to law enforcement administration;
3. Evaluate the practices and systems for maintaining individual rights;
4. Distinguish standards of police responsibility, accountability, ethics, and rights;
5. Explain the intersection of race, crime, and social policy;
6. Evaluate the strategies for effective policing in today’s increasingly complex communities; and
7. Develop an understanding of police responsibility, ethics, and rights;
8. Analyze criminal behavior;
9. Demonstrate an understanding of race, crime, and social policy;
10. Analyze meaningful research that informs leadership in decision-making and policy development.
6. Develop an understanding of the character traits necessary for becoming a responsible, moral law enforcement leader;
7. Evaluate the guidelines for policing in today’s communities; and
8. Create a final project that demonstrates an understanding of research and illustrates critical thinking and clear and concise writing skills.

Major Course Requirements (36 credits)
- HSM 318 Emergency Planning & Response (3 credits)
- HSM 315 Emergency Planning (3 credits)
- LEA 420 Socio Cultural Intelligence in Criminal Justice (3 credits)
- LEA 413 Investigations Management (3 credits)

Page 215
Revision, Effective 9/17/2019
Bachelor of Arts in Public Administration

Program Requirements
Total number of credits required: 120 credits
General Education Requirements: ≠ 43 credits
Major Course Requirements: ≠ 36 credits
Electives: ≠ 41 credits

Students must earn a minimum of 30 upper-division credits.
≠ In this program, 3 credits from the major may also satisfy General Education requirements.

Major Course Requirements (45 36 credits)
- PPA 310 Public Organizational Theory & Behavior (3 credits)
- PPA 220 Public Service Leadership (3 credits)
- MGT 330 Management for Organizations (3 credits)
- MGT 380 Leadership for Organizations (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- BUS 308 Statistics for Managers (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- PPA 301 Principles of Public Administration (3 credits)
- PPA 303 Finance for Public Administrators (3 credits) Prerequisite: ECO 203
- PPA 306 Budgeting for Public Administrators (3 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits) Prerequisite: PPA 301
- PPA 401 Urban Management (3 credits) Prerequisite: PPA 301
- PPA 403 Administrative Law (3 credits)
- PPA 405 Personnel Management (3 credits)
- ^PPA 497 Public Policy Formation (3 credits) Prerequisite: GEN 499

≠ Satisfies General Education requirements.
^Quantitative Reasoning Core Competency requirement must be met before taking this course.
^^ This course must be taken last in the program

Page 219
Correction, Published 10/3/2019
Business Administration Minor (18 credits)

Please note: This minor is not available to students majoring in Business Administration, Business Economics, Finance, Human Resources Management, or Sports and Recreation Management.

Page 221
Revision, Effective 7/30/2019
Global Studies Minor (18 credits)

Please note: This minor is not available to students majoring in Psychology.

Page 222
Revision, Effective 10/08/2019
Health Psychology Minor (18 credits)

Please note: This minor is not available to students majoring in Psychology.
• PSY 101 Introduction to Psychology (3 credits)
• PSY 317 Cognitive Functioning in the Elderly (3 credits) Prerequisite: PSY 101 or equivalent
• GRO 202 Psychology of Aging (3 credits)
• HCS 316 Cultural Diversity in Health & Illness
• PSY 350 Physiological Psychology (3 credits) Prerequisite: PSY 101 or equivalent
• PSY 361 Health Psychology (3 credits)
• PSY 380 Counseling and Behavior Change (3 credits) Prerequisites: HWE 200 and PSY 361

Page 225
Correction, Published 7/22/2019 [Name Correction]
Revision, Effective 7/30/2019 [Course Changes]

Social Sciences Minor (18 credits)
Please note: This minor is not available to students majoring in Social Science.
• SSC 101 Introduction to Social Science (3 credits)
• POL 255 Introduction to International Relations (3 credits)
• LIB 320 Global Socioeconomic Perspectives (3 credits)
• SSC 320 Global Socioeconomic Perspectives (3 credits)
• SSC 330 Peacemaking: A Study of Conflict Resolution & Activism (3 credits)
• SSC 340 Human Health and Global Environmental Change (3 credits)
• ANT 353 Anthropology of Gender (3 credits) Prerequisite: Written Communication Core Competency and ANT 101 or Global Awareness Competency Requirement

Page 226
Revision, Effective 7/30/2019

World History Minor (18 credits)
Please note: This minor is not available to students majoring in History.
• HIS 104 World Civilizations II (3 credits)
• HIS 378 Historiography & Historical Methodologies (3 credits)
• HIS 306 Twentieth-Century Europe (3 credits)
• LIB 320 Global Socioeconomic Perspectives (3 credits)
• SSC 320 Global Socioeconomic Perspectives (3 credits)

Page 229 & 289
Revision, Effective 10/21/2019 [Master’s & Doctoral] Conditional Admission Requirements
Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission to be provisionally or fully admitted.

Attendance in the first course is confirmation of a student’s intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

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

Page 240 & 290
Revision, Effective 10/21/2019

Appeal Procedure for a Third beyond a Second (2nd) Consecutive Conditional Admission Period or Ashford Promise Attempt

Provisional admission status must be attained by the end of the second (2nd) attempt of the Ashford Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second (2nd) attempt of the Ashford Promise must wait six months from the date they were denied admission to re-apply, or they may appeal the University’s decision using the process outlined subsequently to request a third (3rd) any additional consecutive attempt of conditional admission in the Ashford Promise.

Students that fail their third (3rd) consecutive attempt of conditional admission in the Ashford Promise will not be provided a fourth (4th) attempt.

Page 253
Correction, Published 9/11/2019
[Clarification on the credits required for the MBA, core requirements are 33 credits, with an elective option for students, making the total credits to graduate, 39 credits]

Master of Business Administration
Core Requirements (39 credits) (33 credits)
Elective Choice: (6 credits)
Correction, Published 7/24/2019

Master of Arts in Education

1. Design appropriate, challenging and diverse learning experiences informed by contemporary, research-based theory and practice;

2. Employ differentiated instructional practices aligned with learner strengths and differences, diverse cultures, and diverse communities to promote student learning in a safe, collaborative, engaging, inclusive, 21st century learning environment;

3. Design a variety of strategies and experiences to elicit evidence of learner growth and responsive instructional decisions;

4. Analyze research that generates positive social change along with evidence-based practices and academic writing;

5. Demonstrate innovative actions serving as advocates and change agents within communities by engaging in continuous professional growth;

6. Construct effective methods of collaboration, communication, and partnership with colleagues, community, and stakeholders; and

7. Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;

8. Construct effective methods of collaboration, communication, and partnership with colleagues, community, and stakeholders; and

9. Apply confidence, competence, and purpose around digital citizenship, consuming, creating, and communicating information and ideas using technology.

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Deletion, Effective for students 9/17/2019

English Language Learners Specialization (12 credits)

As of September 17, 2019, students may no longer declare the English Language Learners Specialization in the Masters of Arts in Education.

Page 285

Revision, Effective for students starting on or after 11/19/2019 [Program Description, 2 PLOs, and 2 Course Changes]

Master of Public Administration

Degree Focus

The Master of Public Administration is designed for students with a baccalaureate degree in any academic discipline who seek careers in government management at the federal, state, local level, or in non-profit, non-governmental organization management. Graduates will demonstrate knowledge of public leadership and service in diverse communities, with a focus on finance, urban planning/redevelopment, public policy, and management. The Master of Public Administration is designed for students with a baccalaureate degree in any academic discipline who seek careers in government management at the federal, state, or local level and in non-profit management. Graduates increase interpersonal and management skills while gaining a wide range of proficiencies in financial management, budgeting, quantitative methods, urban planning/redevelopment, and personnel management.
Program Outcomes

Master of Public Administration graduates will be able to:

1. Develop critical thinking skills appropriate to a commitment to the principles and values of public service;

2. Develop critical thinking skills relevant to public administration contexts;

3. Evaluate the impact of political, socioeconomic, and cultural influences on the public-sector decision-making processes;

4. Evaluate the impact of political influences on the public sector decision-making process;

5. Analyze the needs of various stakeholders in the development of public policy;

6. Assess the effectiveness of public administration strategies for dealing with urban planning and redevelopment;

7. Evaluate public administration trends and strategies for financing government operations; and

8. Assess the role and function of public administration in today’s multicultural environment.

Course Requirements (36 credits)

- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- OMM 618 Human Resources Management (3 credits)
- OMM 640 Business Ethics & Social Responsibility (3 credits)
- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- *MAT 540 Statistical Concepts for Research (3 credits)
- PPA 601 Foundations of Public Administration (3 credits)
- PPA 602 Public Financial Management (3 credits)
- PPA 520 Stewardship of Public Funds (3 credits)
- PPA 603 Government Budgeting (3 credits)
- PPA 510 Ethical Public Leadership (3 credits)
- PPA 604 Urban Planning/Redevelopment (3 credits)
- PPA 605 Negotiating, Bargaining & Conflict Management (3 credits)
- PPA 699 Public Policy Development (3 credits)

Page 289 & 291

Correction, Published 9/11/2019

Conditional Admission, 12 credits or more

Admissions Policies and Procedures for Doctoral Programs

Conditional Admission Requirements

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

1. Have a Master’s degree from a regionally or approved nationally accredited institution with a graduate-level cumulative GPA of 3.0 or higher, or an earned Doctoral degree from a regionally or approved nationally accredited institution;

- Students who have completed 12 credits or more of doctoral-level coursework may have their GPA calculated for doctoral coursework to meet the 3.0 graduate GPA requirement.

2. Have access to a computer with an Internet connection 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;

Full Admission Requirements

The following requirements must be met prior to the conclusion of the third (3rd) attempted Ashford University course in a degree-seeking program. To start the fourth (4th) course, students must complete all the requirements subsequently outlined and must meet all admissions requirements applicable to their specific degree program. Students who do not complete all requirements will not be fully admitted and will be withdrawn from the program.

- Submission of an official transcript from the regionally accredited or approved nationally accredited institution that awarded the Master’s degree indicating a minimum GPA of 3.0 or an official transcript from a regionally or approved nationally accredited institution that awarded a Doctoral degree, with a degree conferral date prior to the start of the first course at Ashford University.

- Students who have completed 12 credits or more of doctoral-level coursework may have their GPA calculated for doctoral coursework to meet the 3.0 graduate GPA requirement.

- Students must submit official TOEFL or IELTS scores, if required for admission.
Online Course Attendance Policy

In-Residence Workshops
During the In-Residence Workshop in San Diego, students are expected to actively participate for the full sixteen hours of instructional time. Failure to actively participate 90% or greater (at least fourteen hours) of instructional time during the In-Residence Workshop will result in the student being withdrawn from the workshop, and he or she will be required to repeat the workshop. During the Virtual In-Residence Workshop, students are expected to actively participate for the full ten hours of instructional time. Failure to participate 90% or greater (at least nine hours) of the instructional time during the Virtual In-Residence Workshop will result in the student being withdrawn from the workshop, and he or she will be required to repeat the workshop. Active participation is defined as actively engaging in the learning environment and not engaging in other activities such as: work obligations, unrequired technology use, and care-taking responsibilities.

In-Residence Workshop Requirement
Doctoral students have an In-Residence Workshop Series requirement as part of the Doctoral programs, excluding Doctor of Psychology, Clinical Specialization. Students are required to complete three In-Residence Workshops as part of their graduation requirements. Students must attend their first workshop in-person at Ashford’s San Diego, CA main campus and subsequent workshops can be taken either in-person or virtually. Each workshop prepares students for their Dissertation or Applied Doctoral Project and post-doctoral experiences. These interactive sessions offer students an opportunity to meet and collaborate with colleagues and faculty. The workshops help to ensure student success in completion of their program.

Students must successfully complete all three (3) required In-Residence Workshops prior to starting the Planning II course. Each workshop provides students with knowledge and skills necessary to meet significant research milestones and facilitate successful progression. Therefore, students are required to successfully complete each workshop during designated time frames throughout the program. Students who do not successfully complete each workshop during the designated time frame will not be allowed to progress to their next scheduled course. Students will work with their Academic Advisor to schedule the workshops.

First In-Residence Workshop: Must be successfully completed prior to the start of the 19th credit of the program.
- RES 8001 In-Residence Workshop 1
- RES 8101 Virtual In-Residence Workshop 1 (see Virtual In-Residence Workshop Request section)

Second In-Residence Workshop: Must be successfully completed prior to the start of the 37th credit of the program.
- RES 8002 In-Residence Workshop 2
- RES 8102 Virtual In-Residence Workshop 2

Third In-Residence Workshop: Must be successfully completed prior to the start of the Planning II course of the program.
- RES 8003 In-Residence Workshop 3
- RES 8103 Virtual In-Residence Workshop 3

In-Residence Workshop Experience
The in-person workshop will take place over three (3) scheduled days at Ashford’s San Diego, CA main campus. Students will be expected to participate in classroom sessions involving group and individual activities throughout the workshop.

The virtual workshop will take place over two (2) scheduled days. Students will be expected to participate in two (2) synchronous meetings. These meetings will be facilitated via a web-based video conference tool, and each meeting will last about five (5) hours. During the synchronous meetings, students are expected to remain actively engaged via web video conferencing for the entire length of each meeting. Students can also expect to complete asynchronous activities, in an online classroom, throughout the workshop.

Virtual In-Residence Workshop Request
The University is committed to providing an equal opportunity to access a full educational experience. Students who present appropriate documentation of disability and are otherwise qualified to participate, may be granted the opportunity to take part in the Virtual In-Residence Workshop. Please see Accessibility Support Services: Office of Student Access and Wellness in Student Rights and Responsibilities section of this catalog. Students who are unable to travel to attend their first In-Residence Workshop in-person may be approved for a Virtual In-Residence Workshop. The Virtual In-Residence Workshop Request may be approved for the following documented reasons:
• Military duty that resulted in an inability to continue in the course or program;
• Personal or immediate family medical emergency;
• Disability related impacts;
• Act of nature;
• Death in the immediate family;
• International residence.

^ For information regarding Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008, please see the General Academic Policies and Information section of this Catalog.

*Immediate 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.

Additional considerations can be made on a case-by-case basis as determined by the University. Virtual In-Residence Workshop Requests may be submitted to the Office of the Registrar. Please contact the Office of the Registrar at student.forms@ashford.edu to initiate the request.

Doctoral students have an In-Residence Workshop Series requirement as part of the Doctoral programs, excluding Doctor of Psychology, Clinical Specialization. The In-Residence Workshop Series prepares students for their Dissertation or Applied Doctoral Project and post-doctoral experiences. These interactive sessions offer students an opportunity to meet and collaborate with colleagues and faculty. The workshops help to ensure student success in completion of their program. Students will work with their Academic Advisor to schedule their workshop.

**In-Residence Workshops**

Students who attend the In-Residence Workshop are expected to actively participate for the full sixteen hours of instructional time. Failure to actively participate 90% or greater (at least fourteen hours) of instructional time during the In-Residence Workshop will result in the student being withdrawn from the workshop, and he or she will be required to repeat the workshop. Students will be enrolled in an online classroom at least three days before the In Residence Workshop starts.
- RES 8001 In-Residence Workshop 1 (0 credits)
- RES 8002 In-Residence Workshop 2 (0 credits)
- RES 8003 In-Residence Workshop 3 (0 credits)

**Virtual In-Residence Workshop Request**

Students experiencing hardship or who are unable to travel to attend an In-Residence Workshop may be approved to attend a Virtual In-Residence Workshop. The Virtual In-Residence Workshop Request may be approved for the following documented reasons that directly impact the student’s ability to attend the workshop in-person:
- Documented military duty that resulted in an inability to continue in the course or program;
- Documented personal or immediate family medical emergency;
- Documented disability related impacts;
- Documented act of nature;
- Documented death in the immediate family;
- Documented temporary severe economic hardship;

Or
- Documented international residence

^ For information regarding Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008, please see the General Academic Policies and Information section of this Catalog.

*Immediate 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.

Additional considerations can be made on a case-by-case basis as determined by the University. Please contact the appropriate Dean for specific consideration. Approval to attend Virtual In-Residence Workshop RES 8104 is not required.

Virtual In-Residence Workshop Requests may be submitted to the Office of Student Access and Wellness. Please contact the Office of Student Access and Wellness at Access@ashford.edu to initiate the request.

**Virtual In-Residence Workshop**

The workshop will take place over four (4) scheduled days. Students can expect to complete asynchronous activities in an online classroom, throughout the four (4) days. In addition, they will be expected to participate in synchronous meetings during two (2) of the four (4) days. These scheduled meetings will be facilitated via a web-based video conference tool, and each meeting will last about four (4) hours. During the synchronous meetings, students are expected to connect via phone and computer for the entire length of each meeting.
Page 294
CorreCTION, Published 7/31/2019

Doctoral Research

Dissertation & Applied Doctoral Project

As a requirement for graduation from Ashford University with a degree of Doctor of Philosophy (PhD), each student must complete and successfully defend a Dissertation. As a requirement for graduation from Ashford University with a degree of Doctor of Psychology (PsyD), each student must complete and successfully defend either an Applied Doctoral Project or a Dissertation. The Doctoral Research phase begins after successful completion of the Doctoral Capstone Seminar and includes: Dissertation Planning I/II, Applied Doctoral Project Planning I/II, Dissertation, Dissertation Extension, Applied Doctoral Project, and Applied Doctoral Project Extension courses.

Applied Doctoral Project

Students are enrolled in Applied Doctoral Project for a minimum of five credits (RES 8981-8985). Students satisfactorily progressing through the ADP course requirements experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding ADP course experience. Students needing more than two reenrollments in any of the ADP courses will need to appeal to enroll in the Applied Doctoral Project Extension, RES 8986/8987 to remain in the program and complete the designated milestone(s).