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Tuition & Fees Update

Effective January 1, 2020
Correction published, 11/26/2019 [period of attendance definition & calculations]

Tuition and Fees
Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Undergraduate Programs Tuition & Fees
The following is a list of tuition and fees applicable to Associate’s and Bachelor’s degree programs and/or undergraduate courses, effective January 1, 2020.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-400 Level Courses</td>
<td>$510.00</td>
</tr>
<tr>
<td>Technology Fee (per course)*</td>
<td>$115.00</td>
</tr>
<tr>
<td>Books, course digital materials** and instructional materials (average per course)</td>
<td>$125.00</td>
</tr>
</tbody>
</table>

Master's Programs Tuition & Fees
The following is a list of tuition and fees applicable to Master's degree programs, effective January 1, 2020.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Accountancy</td>
<td>$740.00</td>
</tr>
<tr>
<td>Master of Arts in Curriculum and Instruction</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Early Childhood Education Leadership</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Education</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Health Care Administration</td>
<td>$740.00</td>
</tr>
<tr>
<td>Master of Arts in Human Services</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Leadership</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Organizational Management</td>
<td>$740.00</td>
</tr>
<tr>
<td>Master of Arts in Psychology</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Public Sociology</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Special Education</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Arts in Teaching and Learning with Technology</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$740.00</td>
</tr>
<tr>
<td>Master of Human Resource Management</td>
<td>$740.00</td>
</tr>
<tr>
<td>Master of Information Systems Management</td>
<td>$740.00</td>
</tr>
</tbody>
</table>

Doctoral Program Fees
The following is a list of fees applicable to Doctoral degree programs, effective January 1, 2020.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Fee (per course)*</td>
<td>$145.00</td>
</tr>
<tr>
<td>Books, course digital materials** and instructional materials (average per course)</td>
<td>$155.00</td>
</tr>
</tbody>
</table>
Schedule of Charges

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Period of Attendance</th>
<th>Entire Educational Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA in Early Childhood Education</td>
<td>$1,770</td>
<td>$39,600</td>
</tr>
<tr>
<td>(67 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA in Military Studies</td>
<td>$1,770</td>
<td>$37,830</td>
</tr>
<tr>
<td>(64 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Online Bachelor’s Programs</td>
<td>$1,770</td>
<td>$70,950</td>
</tr>
<tr>
<td>(120 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Accountancy</td>
<td>$2,520</td>
<td>$40,470</td>
</tr>
<tr>
<td>(48 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Curriculum and Instruction</td>
<td>$2,295</td>
<td>$23,100</td>
</tr>
<tr>
<td>(30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Early Childhood Education Leadership</td>
<td>$2,295</td>
<td>$23,100</td>
</tr>
<tr>
<td>(30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Education</td>
<td>$2,295</td>
<td>$27,690</td>
</tr>
<tr>
<td>(36 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Health Care Administration</td>
<td>$2,520</td>
<td>$30,390</td>
</tr>
<tr>
<td>(36 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Human Services</td>
<td>$2,295</td>
<td>$25,395</td>
</tr>
<tr>
<td>(33 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Leadership</td>
<td>$2,295</td>
<td>$25,395</td>
</tr>
<tr>
<td>(33 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Organizational Management</td>
<td>$2,520</td>
<td>$27,870</td>
</tr>
<tr>
<td>(33 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Public Sociology</td>
<td>$2,295</td>
<td>$23,100</td>
</tr>
<tr>
<td>(30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Psychology</td>
<td>$2,295</td>
<td>$27,690</td>
</tr>
<tr>
<td>(36 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Special Education</td>
<td>$2,295</td>
<td>$23,100</td>
</tr>
<tr>
<td>(30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Teaching and Learning with Technology</td>
<td>$2,295</td>
<td>$23,100</td>
</tr>
<tr>
<td>(30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$2,520</td>
<td>$33,210</td>
</tr>
<tr>
<td>(39 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Human Resource Management</td>
<td>$2,520</td>
<td>$32,910</td>
</tr>
<tr>
<td>(39 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Period of Attendance</td>
<td>Entire Educational Program</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Master of Information Systems Management (42 credits)</td>
<td>$2,520</td>
<td>$35,430</td>
</tr>
<tr>
<td>Master of Public Administration (36 credits)</td>
<td>$2,520</td>
<td>$30,390</td>
</tr>
<tr>
<td>Master of Public Health (42 credits)</td>
<td>$2,295</td>
<td>$32,280</td>
</tr>
<tr>
<td>Master of Science in Criminal Justice (39 credits)</td>
<td>$2,520</td>
<td>$32,910</td>
</tr>
<tr>
<td>Master of Science in Finance (39 credits)</td>
<td>$2,520</td>
<td>$32,910</td>
</tr>
<tr>
<td>Master of Science in Health Informatics and Analytics (39 credits)</td>
<td>$2,520</td>
<td>$32,910</td>
</tr>
<tr>
<td>Master of Science in Instructional Design and Technology (36 credits)</td>
<td>$2,295</td>
<td>$27,690</td>
</tr>
<tr>
<td>Master of Science in Instructional Design and Technology - CBE version (36 credits)</td>
<td>$1,850</td>
<td>$22,150</td>
</tr>
<tr>
<td>Master of Science in Technology Management (36 credits)</td>
<td>$2,520</td>
<td>$30,390</td>
</tr>
<tr>
<td>Post Baccalaureate Teaching Certificate: Elementary Education (33 credits)</td>
<td>$2,295</td>
<td>$25,395</td>
</tr>
<tr>
<td>Post Baccalaureate Teaching Certificate: Secondary Education (27 credits)</td>
<td>$2,295</td>
<td>$20,805</td>
</tr>
<tr>
<td>Doctor of Philosophy in Education (59 credits)</td>
<td>$3,546</td>
<td>$73,418</td>
</tr>
<tr>
<td>Doctor of Philosophy in Human Services (62 credits)</td>
<td>$3,546</td>
<td>$76,964</td>
</tr>
<tr>
<td>Doctor of Philosophy in Organizational Development and Leadership (62 credits)</td>
<td>$3,546</td>
<td>$76,964</td>
</tr>
<tr>
<td>Doctor of Psychology (62 credits)</td>
<td>$3,546</td>
<td>$76,964</td>
</tr>
</tbody>
</table>
Emphasis

Effective 4/09/2020

An emphasis offered in the online modality provides students with additional opportunities to broaden and enrich their education that is distinct from and enhances a student’s major. It may be taken as a way to give a coherent pattern to elective credits, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one’s major.

Coursework that is applied toward fulfillment of an emphasis may count toward elective or General Education requirements. Students cannot earn an emphasis in the same subject area as their major field of study or a major that has more than 3 credits of the same coursework, unless otherwise noted. In addition, students cannot declare or earn two emphases that share more than 3 credits of the same coursework. Students must declare an emphasis prior to degree conferral.

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, 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.

Cognitive Studies Emphasis (9 credits)
- EDU 362 Adult Learning & Instruction (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
- PSY 323 Perception, Learning, & Cognition (3 credits)

Environmental Management & Sustainability Emphasis (10 credits)
- ENV 325 Environmental Management (3 credits)
- ENV 111 Introduction to Sustainability (4 credits)
- ENV 345 Business & the Environment (3 credits)

Public Administration Emphasis (9 credits)
- PPA 307 Intergovernmental Relations & Issues (3 credits)
- PPA 310 Public Organizational Theory & Behavior (3 credits)
- PPA 401 Urban Management (3 credits)

Public Relations Emphasis (9 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)

Web & Mobile App Technology Emphasis (9 credits)
- WEB 304 Cross-Platform Mobile Applications Development (3 credits)
- WEB 307 Android Mobile Applications Development (3 credits)
- WEB 310 iOS Applications Development (3 credits)
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.

ACC 208 Accounting for Managers 3 Credits
This course is designed to explain how data can be interpreted and used by managers in making decisions. Additionally, this course introduces the student to the analysis and interpretation of financial reports.

ART 101 Art Appreciation 3 Credits
A survey course providing an overview of art history and the principles of visual art, exploring the various contextual factors and purposes of art. Students are encouraged to discover personal interests through their own research on movements, themes, and individual artists.

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.

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 with other international business students abroad.

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 401 Literature for Children 3 Credits
Course is no longer offered. Equivalent to ECE 335.

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 617 School, Family & Community Partnerships 3 Credits
Course is no longer offered. Equivalent to ECE 631.

EDU 671 Fundamentals of Educational Research 3 Credits
Course is no longer offered.

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

EDU 697 MATLT Capstone 3 Credits
Course is no longer offered.

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

ENG 341 Studies in Literary Genres 3 Credits
Course is no longer offered. Equivalent to ENG 125.

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. 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.

ENV 111 Introduction to Sustainability 4 Credits
This course focuses on sustainable development from a cross-disciplinary approach, including, economics, management, education, policy, and science. Students discuss sustainability conflicts at the national and international levels, and use online simulations to understand and evaluate sustainability practices. Topics include zero waste, water management, smart growth, green technology, global change, renewable energy, agriculture, and land management.

EPP 520 Effective Classroom Management 3 Credits
EPP 520 Effective Classroom Management in Elementary Classroom
Students will learn research-based strategies and best practices for developing effective instructional programs and managing safe, supportive, learning environments in elementary and secondary classrooms. The course will introduce participants to practical, field-tested approaches through required school observation related to classroom discipline, behavior management, and strategies for classroom teachers, with methods that apply to a wide range of classrooms, including low-income and multicultural environments. Students will learn research-based strategies and best practices for developing effective instructional programs and managing safe, supportive learning environments in elementary classrooms. The course will introduce participants to practical, field-tested approaches through required school observation related to classroom discipline, behavior management, and strategies for classroom teachers, with methods that apply to a wide range of classrooms, including low-income and multicultural environments.

EPP 521 Effective Classroom Management in Secondary Classrooms 3 Credits
Students will learn research-based strategies and best practices for developing effective instructional programs and managing safe, supportive learning environments in secondary classrooms. The course will introduce participants to practical, field-tested approaches through required school observation related to classroom discipline, behavior management, and strategies for classroom teachers, with methods that apply to a wide range of classrooms, including low-income and multicultural environments.

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.

EPP 573 Secondary Student Teaching and Seminar - III 3 Credits
This is the third course of a three-part practice teaching and seminar series designed to prepare students to teach in secondary schools. At a qualified school site under the supervision of a mentor teacher and university supervisor, students will develop an understanding of instructional planning and delivery to make content comprehensible, assess learning, support the needs of diverse learners, maintain a safe learning environment and incorporate reflective practices for their own professional development. This course contains a synchronous component each week.

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

FIN 689 Advanced Financial Management & Analysis 3 Credits
Prerequisite: FIN 671

FIN 672 Financial Instruments & Derivatives 3 Credits
Prerequisite: FIN 678

FIN 680 Corporate Finance Capstone 3 Credits
Prerequisite: FIN 673, 679, 672, and 683

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

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HIM 496 Virtual Professional Practice Experience II  3 Credits
This course is a combination of virtual activities and a supervised management experience in a healthcare setting. Students complete 40 hours in a professional work environment demonstrating mastery in their knowledge, application, analysis, and synthesis of key Health Informatics and Health Information Management concepts. This course was designed to be offered during situations (earthquakes, floods, tornados, or illnesses that threaten/risk the health and safety of staff, students, or faculty) not under the control of the program or institution, on a temporary basis, to students as a Professional Practice Experience.

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

HSL 497 Human Services Leadership Capstone  3 Credits
Course is no longer offered. Replaced with HHS 497.

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.  

HWE 415 Stress Management  3 Credits
This course provides students with a basic understanding of stress management concepts including causes and effects of acute and chronic stress as well as techniques used to manage stress. Students learn about the effects of stress, analyze the relationship between stress and health, apply stress management techniques, and develop stress management programs while considering various cultural backgrounds. Prerequisite: HWE 200

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

JRN 201 Multimedia News Writing and Editing  3 Credits
Course is no longer offered. Equivalent to CGD 318.

JRN 322 Broadcast & Digital Journalism  3 Credits
Prerequisite: JRN 201
Course is no longer offered. Equivalent to JRN 412.

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.

LDR 6285 Leadership Integrative Project Capstone  3 Credits
Course is no longer offered. Replaced with BUS 691.

LEA 420 Socio Cultural Intelligence in Criminal Justice  3 Credits
LEA 420 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.

LNG 450 Computational Linguistics  3 Credits
This course provides an introduction to the fundamental concepts of natural language processing and computational linguistics. Students will study basic elements of computer programming from a computational linguistics perspective and will apply these methods to solving selected problems representative of those encountered in the field. This course provides an introduction to the domains of internet linguistics, including natural language processing, computational linguistics, and human language technology. Students will study basic elements of computer programming from a computational linguistics perspective, and assess how the theories, methods, and materials of internet linguistics can be applied to real-world language problems. In a final portfolio, students will develop, analyze, and interpret computational work on a corpus of text, utilizing online visualization and natural language processing tools. Computational linguistics is an exciting subfield within the discipline of linguistics that investigates the potential of language technology for society and the practical applications of these emerging technologies. Prerequisite: LNG 101 or 321.

MGT 401 Hazardous Materials Management  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 areas 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 602/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 202 Adult Development & Life Assessment 3 Credits
Course is no longer offered.

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.

SSC 330 Peacemaking: A Study of Conflict Resolution & Activism 3 Credits
An interdisciplinary study of peacemaking and activism with a focus on how they impact conflict resolution. Students examine thinking and behavior in response to social conflict such as aggression, threats, prejudice, avoidance, withdrawal, conformity, and obedience. Students study various strategies of peacemaking, activism, and negotiation and then apply these methods to in class activities. Equivalent to LIB 318.
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 10/28/2019
Commission on Accreditation for Health Informatics and Information Management Education
A copy of the documentation describing the University’s accreditation will be made available to any enrolled or prospective student upon request. Please contact the Senior Vice President of Academic Affairs, Chief Academic Officer & Accreditation Liaison Officer, Dr. Laura Palmer Noone, at (800) 798-0584.

Page 3
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 [GA]
Addition, Published 4/21/20 [MN]
State Regulatory Information

Minnesota: Ashford University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Page 15
Revision, Effective 10/22/2019
Nondiscrimination
Questions regarding Title IX may be referred to the Ashford University Title IX Coordinator, Leah Belsley, titleix@ashford.edu, or 8620 Spectrum Center Blvd., San Diego, CA 92123, 866.974.5700 Ext. 20705 20702 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 25
Addition, Published 12/19/2019
Pregnancy and Parenting Accommodations
Ashford University is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education
Amendments of 1972. Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage. The University has established a policy and procedures for ensuring the protection and equal treatment of pregnant persons, individuals with pregnancy-related conditions, and new parents. 

While the online learning environment mitigates many impacts that pregnant or parenting students may experience, reasonable accommodations are available. This policy applies to all aspects of the University program, including admissions, educational programs and activities.

Pregnancy and pregnancy-related conditions include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions, in accordance with federal law.

Pregnant student/Birth-parent refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons regardless of gender identity or expression.

Ashford University and its faculty, staff, and other employees shall not require a student to limit their studies due to pregnancy or pregnancy-related conditions. The benefits and services provided to students affected by pregnancy shall be no less than those provided to students with temporary medical conditions. Students with pregnancy-related disabilities, like any other student with a disability, are entitled to reasonable accommodation so they will not be disadvantaged in their courses of study or research, and may seek assistance from the Office of Student Access and Wellness.

Page 26
Revision, Published 10/14/2019 [Sheri]
Revision, Published 11/15/2019 [Stephanie]

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 Associate Vice President, Financial Aid Policy and Compliance, Stephanie Cowser, Senior Vice President, University Services and Strategic Planning of Ashford University, Sheri Jones, 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 The Associate Vice President, Financial Aid Policy and Compliance, may be contacted as follows:

Email: Stephanie.Cowser@ashford.edu
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
Stephanie Cowser, Associate Vice President, Financial Aid Policy and Compliance
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 33**

*Revision, Effective 3/6/2020*

**Academic Integrity**

Ashford University seeks to create a community of academic excellence through the highest levels of academic honesty, unique individual contribution, and integrity. Academic integrity is the ethical use of information, thoughts, and ideas from which we build original thought to contribute to the academic conversation. All Ashford students and alumni are expected to adhere to the standards of academic integrity. The University may address allegations of academic misconduct after a student has graduated, and will process allegations concerning alumni in the same manner it addresses allegations concerning current students. All students, staff, faculty, and administration are held to the highest standard of ethical, integral behavior at Ashford University at all times. Academic integrity includes several specific behaviors, including:

**Personal Responsibility:** Taking ownership for your educational activities and responsibility for choices and their consequences;

Student Responsibility: Ashford University students are expected to abide by the established Academic Integrity policy. Questions regarding expectations should be discussed with each course instructor, and academic integrity should be demonstrated in all coursework. Students are expected to also hold their peers to a high level of academic integrity within the classroom and all aspects of the University community.

Faculty Responsibility: It is the responsibility of all faculty to be familiar with the Academic Integrity policy. It is also the responsibility of the faculty to post in the course announcements their expectations regarding the academic integrity policy and outline it in detail for students as to how it relates to the work completed and the course learning outcomes.

**Continual Improvement:** Accepting the reality that mistakes are learning opportunities and that errors can be fixed and behaviors can be changed.

**Original Thought:** Developing your own perspectives from careful analysis and synthesis of existing information;

**Academic Voice:** Utilizing your own voice, spoken or written, while presenting ideas, facts, arguments, and conclusions that are supported by research;

**Careful Attribution:** Following the rules of grammar and proper citation methods to accurately attribute words and information to the original source;

**Academic Integrity Violations**

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination, claiming the work of another as one’s own, plagiarizing any paper, research project, or assignment, or falsely submitting material to fulfill course requirements.

**Plagiarism:** Ashford University defines plagiarism as representing the words or ideas of another as one’s own in any academic exercise. This definition includes draft assignments that are submitted and graded as a part of the curriculum. Plagiarism occurs when someone uses the ideas, language, or other material (that is not common knowledge) without acknowledging the original source. The use of materials, including printed or online texts, as well as the work of others, can be considered plagiarism when presented as one’s own work.

- Acts of plagiarism include, but are not limited to:
- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, online sources, etc., without proper citation;
- The modification of text with the intent of changing phrases, changing words, or interspacing the student’s work into the plagiarized work;
- “Copy and paste” plagiarism, which involves copying and pasting materials from Internet sources and presenting them as one’s original work;
- The use of materials purchased from Internet or elsewhere;
- Paraphrasing or summarizing another’s work without giving appropriate credit; or
- Collusion.

**Cheating:** Using or attempting to use unauthorized materials, using the work of others taken from academic content share sites, information, or study aids in any academic exercise (e.g., tests, essays, etc.).

**Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.

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

**Academic Collusion:** The use of another student’s work, even if the student has permission. This includes, but is not limited to, stealing, sharing, or soliciting, in whole or in part, any information that is not your own. Students may work cooperatively but not collude. Every student is required to submit original and independent work in the classroom (i.e. assignments, discussions, quizzes, examinations, journals, etc.).
**Falsifying Data:** Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field work experience.

**Unapproved research:** Unapproved research is any research that is undertaken without approval by the University or the Institutional Review Board (IRB), including any solicitation of or interaction with human subjects or accessing any data. In the case of doctoral research, unapproved doctoral research is any research that is started before officially enrolling in doctoral course work, any research for which the IRB has not approved the doctoral proposal. Conducting doctoral research without IRB approval is an Academic Integrity violation and could result in consequences.

**Recycling of Academic Work:** As part of the University’s policy on academic integrity, it is expected that students will not submit an assignment that is an exact copy of work previously submitted in another course at this institution or any other institution. The University understands that work within a discipline is interconnected and expects students, when writing about similar topics, to enhance and refine the content of an assignment as they progress through their program of study. Submitting an exact copy of work, or any portion of work, previously submitted in another course may adversely affect one’s grade and/or be considered a violation of the Academic Integrity policy. For exceptions or unique cases, students are encouraged seek guidance from their instructor on recycling previously submitted work.

**Consequences for Academic Integrity Violations**

A student who commits an act of academic dishonesty may face consequences, including but not limited to: failure to receive credit on an academic assignment, course failure, rewrite of an assignment, completion of University remediation resources, coaching sessions, referral to Student Conduct and Community Standards, suspension, and/or expulsion from the University.

Violations will be reviewed based on continued offenses, pattern of behavior, or level of egregiousness. The consequences for acts of academic dishonesty will be evaluated accordingly.

**Academic Integrity**

The Ashford University community will engage in educational pursuits with rigorous academic integrity.

Academic integrity is the ethical use of information, thoughts, and ideas from which we build original thought to contribute to the academic conversation. All students, staff, faculty, and administration are held to the highest standard of ethical, integral behavior at Ashford University at all times. Academic integrity includes several specific behaviors, including:

**Original Thought:** Developing your own perspectives from careful analysis and synthesis of existing information;

**Academic Voice:** Utilizing your own voice, spoken or written, while presenting ideas, facts, arguments, and conclusions that are supported by research;

**Careful Attribution:** Following the rules of grammar and proper citation methods to accurately attribute words and information to the original source;

**Personal Responsibility:** Taking ownership for one’s own educational activities and responsibility for choices and their consequences;

**Continual Improvement:** Accepting the reality that mistakes are learning opportunities and that errors can be fixed and behaviors can be changed.

**Academic Dishonesty**

All Ashford students and alumni are expected to adhere to the standards of academic integrity. The University may address allegations of academic misconduct after a student has graduated, and will process allegations concerning alumni in the same manner it addresses allegations concerning current students. Students deemed responsible for multiple violations of academic integrity will have a hold placed on their account which limits their access to transcripts, financial aid, and will be unscheduled from future courses until the issue is resolved through the completion of the student conduct process.

**Academic Integrity Violations**

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination, claiming the work of another as one’s own, plagiarizing any paper, research project, or assignment, or falsely submitting material to fulfill course requirements. All forms of academic integrity violations may be grounds for expulsion from the University.

**Falsifying Data**

Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field work experience.

**Unapproved Research**

Unapproved research is any research that is undertaken without approval by the University or the Institutional Review Board (IRB), including any solicitation of or
interaction with human subjects or accessing any data. In the case of doctoral research, unapproved doctoral research is any research that is started before officially enrolling in doctoral course work, any research for which the Research Review Board (RRB) has not approved the doctoral proposal, and for which the Institutional Review Board has not approved the IRB request. Conducting doctoral research without RRB/IRB approval is an Academic Integrity violation and could result in sanctions.

Deceitful Statements of Academic Achievements/Attainments
Cheating or furnishing fabricated or false information to university staff and/or faculty (such as lying to effect a grade change) or to the general public (such as falsifying information on a resume) are also acts of academic dishonesty prohibited by the Student Community Standards.

Forged or Altered Documents
Forged or altered documents may not be presented for any purpose. This includes transcripts, withdrawal forms, petitions, or any academic form that has been falsified or on which the signature of a member of the faculty or administration, or anyone else’s signature, has been forged or altered.

Plagiarism
Students agree to produce all the work assigned in every course as their individual work, unless collaboration is required or expressly permitted by the instructor. Plagiarism includes the use of the student’s own previously published work (in whole or in part) or work previously submitted (in whole or in part) in any course, including within the same course, without proper citation in accordance with University guidelines. Students will avoid all forms of plagiarism and will not submit as their own work material obtained from persons (with or without that person’s knowledge), or from other sources such as term paper companies or the Internet. Students will give credit (proper citations) for all the sources of their ideas, whether written or oral, formal or informal, published or unpublished.

Academic dishonesty may take several forms including:

Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., tests, essays, etc.).

Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

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

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

Acts of plagiarism include, but are not limited to:
Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, online sources, etc., without proper citation;
The modification of text with the intent of changing phrases, changing words, or interspacing the student’s work into the plagiarized work;
“Copy and paste” plagiarism, which involves copying and pasting materials from Internet sources and presenting them as one’s original work;
The use of another student’s work, even if the student has the permission of the other student. The use of another’s work constitutes an act of collusion, which constitutes an act of plagiarism;
The use of materials purchased from Internet or elsewhere;
Paraphrasing or summarizing another’s work without giving appropriate credit;
Recycling a previously submitted assignment for a current course, but representing the assignment as original work;
Recycling of Academic Work
As part of the University’s policy on academic integrity, it is expected that students will not submit an assignment that is an exact copy of work previously submitted in another course at any institution. The University understands that work within a discipline is interconnected and expects students, when writing about similar topics, to enhance and refine the content of an assignment as they progress through their program of study. It is not acceptable to resubmit the exact same copy of work previously submitted without enhancing or refining the concepts contained in the assignment. Submitting an exact copy of work, or any portion of work, previously submitted in another course may adversely affect one’s grade and/or be considered a violation of the Student Community Standards.
The following exceptions to variations on recycling are allowed by Ashford:

If a student wishes to repurpose work from a past course for a current course (for example, using work from PSY 202 in PSY 301), that student may do so only if all of the following criteria are satisfied:

- Instructor permission is granted. Not all instructors grant this permission.
- The student emails the current instructor a copy of the originally submitted work that they wish to repurpose prior to submitting an assignment that contains the recycled material. This submission includes the start date of the course where the material was originally used. The instructor may then provide written approval of the re-submission.
- The reused material is properly attributed in terms of “self-citing” in the submitted document.
- The student substantially enhances and refines what was submitted previously.

A student may resubmit, without penalty, classwork from a previously unsuccessful attempt at a course in a second or subsequent attempt at the same course if University credit has not previously been earned in the course. An unsuccessful attempt is defined as failing the course, earning a grade of W or N/A, failing to meet the grade necessary to satisfy a general education competency, or failing to meet the grade for the course required by your degree program. However:

- The student must inform the current course instructor of this reuse of content prior to submission of the reused material.

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

- However, students must reference lesser-known ideas and interpretations of common knowledge (e.g., a press release defense attorney Lawrence Teeter issued regarding the possible innocence of Sirhan Sirhan, the accused assassin of Robert Kennedy). Plagiarism is a violation of Student Community Standards whether it is identified through Turnitin or found through other means.

Turnitin is one tool available to students and instructors in the pursuit of honest, original writing.

Originality: Originality of student work is expected in an academic setting. Original writing should include:
- The writer’s individual perspective
- Unique insights and ideas on topics
- A personal academic voice
- Clear synthesis of information
- A specific alignment with the particular assignment

Avoiding Plagiarism: Academic and professional writing is formal, ethical, honest, and clear. All academic and professional writers depend upon a proven writing process that contains revision and review. Ashford University provides several tools to help students in their revision and review. Students who use the tools may discover ways to improve their writing, ensure academic honesty, develop a formal voice, and adhere to the required style guide.

Address questions regarding plagiarism to the course instructor. Ashford University instructors utilize the Turnitin tool to check submitted work for originality. Turnitin highlights unoriginal passages in a student’s paper. Files submitted to Turnitin are compared against a repository, including internet sites, online text, archived internet data, student papers, books, journals, and other publications. Students and faculty have access to Turnitin in each class through the Waypoint grading system.

Similarities and matches between assignments and items in the Turnitin repository will be highlighted in an originality report. Although Turnitin is not the only tool for identifying unoriginal work, it is an excellent resource for both students and faculty who wish to check documents for originality and avoid plagiarism.

Turnitin can be used to check work for unoriginal writing before submitting it in class. Often, issues can be attributed to one of these easy-to-correct mistakes:

- Colloquial Language (use of clichés and other over-used casual phrases)
- Over-reliance on Direct Quotes
- Plagiarism (see definition in this section of the catalog)

Consequences for Academic Dishonesty

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to: failure to receive credit on an academic assignment, course failure, rewrite of an assignment, reflective essays, coaching sessions, suspension, and/or expulsion from the University.
Students who commit academic dishonesty violations will be referred by faculty and staff to the Office of Academic Integrity to review for the possibility of sanctioning. Formal notice will be provided to the student of the allegations of the offense, as well as any resulting consequences deemed appropriate by the University outside of the classroom environment. The student conduct hearing process is outlined under Standards Committee Procedures. Violation(s) committed by a student will remain on the student’s conduct record throughout the student’s academic career at Ashford University, and may be considered in the disciplinary process for other violations.

Academic Integrity Violations and Alumni
Ashford University retains its jurisdiction for misconduct that occurs prior to, but is not reported until after, the graduation of the offending student. There is no time limit for reporting violations to the Academic Integrity Policy. Alumni who commit Academic Integrity violations, including plagiarism, will be referred to the Office of Student Conduct and Community Standards to review for the possibility of sanctioning. All sanctions that could be applied to a current student could be applied to an alumnus, and the University reserves the right to rescind a previously conferred degree where the Student Community Standards Committee deems this an appropriate sanction.

Ashford University will consider the cumulative record of any student with respect to academic integrity violations, regardless of the student’s current academic program or status. For example, violations of the Academic Integrity policy while an undergraduate, but not discovered until the student is enrolled in an Ashford graduate program, will be addressed during the student’s graduate program. This may result in sanctions, a change in the student’s eligibility status for his or her graduate enrollment, and/or impact retroactively on the student’s fulfillment of all undergraduate program requirements.

Plagiarism: Dissertation & Applied Doctoral Project
The University requires that all Dissertations and Applied Doctoral Projects be submitted for similarity review through Turnitin® for the purpose of detecting plagiarism prior to the defense of the Dissertation or Applied Doctoral Project. The University further requires that the student’s Dissertation or Applied Doctoral Project Chair certify that the Dissertation or Applied Doctoral Project has been submitted through Turnitin®.

If plagiarism is discovered after a doctoral student’s dissertation has been submitted for final examination, or after the student’s program has been completed, the alleged plagiarism must be immediately reported to the Provost. The Provost (or designated Chair) will collaborate with the Office of Academic Integrity to determine an appropriate course of action.

Turnitin® is available to students as a Learning Resource in the online classroom.

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 49
Removal, Published 4/21/20
Online Administrative and Student Service Center
Ashford University has an online administrative and student service center located at 225 E. Germann Road, Suite 310, Gilbert, AZ 85297. The Center has 11,476 square feet of office space and includes a reception area, administrative offices, conference rooms, student testing stations, working and training space with workstations, and an employee lounge. Elyse Joiner, Military Financial Services Manager and Erin Wilton, Student Records Manager will serve as the Center Co-Directors at the new location, providing administrative oversight for the Center.

Page 50
Revision, Published 01/17/2020
Online Administrative Center in Denver
Ashford University has an online administrative and student service center located at 1515 Arapahoe Street, Tower 3, Floor 9, Denver, Colorado, 80202. The Center has approximately 18,289 square feet of space includes a reception area, three administrative offices, three conference rooms, one training space with 136 workstations, two breakroom/copy area and one wellness room. A breakroom, large meeting area and an employee lounge is located at 1515 Arapahoe Street, Tower 3, 2nd Floor, Suite 250, Denver, Colorado, 80202 and is approximately 3,212 square feet. The Center, has approximately 58,079-18,289 square feet of space includes a reception area, 32 administrative offices, 11 conference rooms, 2 training spaces with 310
workstations, 6 breakroom/copy area, and an employee lounge.

Enrollment Services
- Program availability, admission, and orientation advisement.

Page 53
Addition, Effective 10/16/2019
Revision, Tech Fee Updates [01/01/2020]

Undergraduate Programs Tuition & Fees

Fees:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Technology Fee (per course)*</td>
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<td>Books, course digital materials** and instructional materials (average per course)</td>
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<tr>
<td>Prior Learning Assessment - sponsored professional training (per credit evaluated)***</td>
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<td>Prior Learning Assessment: Experiential Learning Credit Workshop Fee †</td>
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<tr>
<td>California Student Tuition Recovery Fund^</td>
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† Includes access to the workshop and one essay submission.

Page 54
Revision, Effective 1/1/2020 [*]
Revision, Published 2/21/2020 [*]

Doctoral Programs Tuition & Fees

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

Dissertation/Applied Doctoral Project courses, RES 8990, RES 8991, RES 8981, RES 8982, RES 8983, RES 8984, RES 8985, and RES 8986, RES 8001, RES 8002, RES 8003, RES 8004, RES 8101, RES 8102, RES 8103, and RES 8104, are exempt from the Technology Fee.

^ The Dissertation/Applied Doctoral Project Support Fee is assessed per credit of RES 8990, RES 8991, RES 8981, RES 8982, RES 8983, and RES 8986. The fee covers support of the Dissertation/Applied Doctoral Project process. It is the student’s responsibility to ensure payment of this fee when it is charged. Payment must be received before transcripts or diplomas can be released. This fee is fully refundable if a student does not attend beyond Day 3 of a course. After this time, the fee becomes non-refundable.

Page 57
Revision, Effective 1/1/2020

Terms of Billing and Payment

Ashford University reserves the right to cancel the registration of any student whose account is delinquent. Diplomas or certificates will be withheld, graduation participation will be delayed, and transcript of credits will not be forwarded to another institution or potential employer until all accounts with Ashford University are paid in full.

Delinquent Accounts and Financial Hold

An account is considered delinquent if payment is not received, for an outstanding balance, after multiple correspondence attempts from the University. Any student with a delinquent account will be put on a financial hold and not be allowed to register for a subsequent term or course until payment is received in full or a payment plan is established. A student with a delinquent account will not be permitted to take comprehensive exams, obtain copies of official transcripts, or receive a diploma.

An administrative fee may be assessed to a student’s account for items returned due to insufficient funds.

Page 62
Addition, Effective 11/08/2019
Revision, Published 2/28/2020 [shown as underlined]

Ashford University Shared Tuition Savings Program

Ashford University (University) offers the Shared Tuition Savings (STS) to students selected and sponsored by a participating Employer. To be eligible for STS, students must be enrolled in Ashford University undergraduate or master’s level programs, or non-degree seeking coursework at the undergraduate or master’s level.

The Shared Tuition Savings program is funded with contributions from the student, the employer, and Ashford University. Shared Tuition Savings funds are
awarded to students who meet the shared student and employer contributions. The Shared Tuition Savings program is funded by the student and Ashford University. The student can utilize their company’s tuition reimbursement dollars to subsidize the total annual contribution cost. The Shared Tuition Savings program is intended to help students minimize educational loan debt by funding a recipient’s tuition costs that exceed student and employer payments. The Shared Tuition Savings program must be selected as a primary payment option. Students who desire to, may choose a secondary payment option.

Students may complete up to ten (10) undergraduate or (8) masters courses during a period up to 12-months, referred to as an STS Year. Concurrent enrollment (defined as the enrollment in more than one class in every five-week (undergraduate) or six-week (masters) module) is available for students to request with an accompanied additional payment. A student may not complete more than ten (10) undergraduate or eight (8) master’s courses without additional student funded payments within a single STS year.

All required STS forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. Continued participation in the savings program requires annual confirmation of eligibility. Students must send all required forms to their assigned advisor at least seven (7) days prior to the start of classes in the applicable STS Year.

The University provides this savings program in conjunction with the funding provided by the student and employer. Both the student and the employer must supply a qualified amount of tuition assistance to be eligible for the University STS accompanying savings program. It is a student’s responsibility to ensure on time student and employer payments. As such, STS students will be required to maintain a valid credit card on file to be charged for course costs up to the total contribution employer and student contribution, plus any fees assessed.

Documentation required for the Shared Tuition Savings includes the following:

- Shared Tuition Savings Agreement (executed between the University and Employer);
- Shared Tuition Savings Acknowledgement and Release Form;
- Student Finance Agreement indicating Shared Tuition Savings (located in the Ashford Online Application) or Payment Option Change Request Form (current students only); and
- Shared Tuition Savings Re-Confirmation of Benefits (completed annually after first year of enrollment).

Page 63

Revision, Published 9/27/2019 [NDS]
Correction, Published 11/15/2020 [Deferment Policy]
Revision, Published 12/19/2019 [NDS]
Revision, Effective 2/28/2020 [Facility Code]

Military Veteran’s Benefits Plan

Veteran Benefits for Ashford University students are managed by a team of Veteran Affairs Coordinators, who are also School Certifying Officials (SCOs). Ashford University’s facility code effective February 28, 2020 is 21123205. Students utilizing Title 38 benefits may direct questions to this office at VA Certification@ashford.edu.

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: Non-Degree Seeking students may not utilize Veterans Affairs (VA) Education benefits unless a valid Primary School Letter is on file stating the course taken at Ashford University will transfer to the student’s Primary School. 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.

Veterans Benefits Deferment Policy

Ashford University will permit students who are entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits to attend their course of education when the student provides the necessary eligibility documentation, until the earlier of either:

- the date VA provides payment to the educational institution, or
- 90 days after the date the educational institution certifies the student’s tuition and fees charges to VA.

During this period, Ashford University will not impose any penalty or late fees, deny access to classes, libraries, or other institutional facilities, or impose a requirement that students borrow additional funds because of the
students inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Page 65
Revision, Effective 1/07/2020
Revision, Published 4/20/20 [textbooks]

Ashford University Active Duty Service Member Grant

Ashford University Military Grant

Undergraduate Students: Students enrolled in an undergraduate program may be eligible for the Ashford University Military Active Duty Service Member Grant. Eligible students include Active Duty, National Guard, Reservists, spouses of Active Duty, National Guard, and Reservists, students using VA Education Benefits, Department of Defense employees using Tuition Assistance (TA), Veterans Affairs employees, and Civilian employees of the United States Coast Guard. All other eligible students must provide the University with an approved TA Authorization form or appropriate verification of military service. Veterans of the U.S. Armed Forces must be certified for VA benefits through the U.S. Department of Veterans Affairs and by Ashford University. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved TA Authorization form or appropriate verification of military service.

The grant reduces tuition for undergraduate courses to $250 per credit. In addition, this grant also covers the sales tax, technology fees, graduation fee, and course materials required for an eligible student’s program of study, including standard shipping costs where applicable, when purchased through Ashford University’s bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved TA Authorization form or appropriate verification of military service.

Doctoral Students: Students enrolled in a Doctoral program may be eligible for the Ashford University Military Active Duty Service Member Grant. Eligible students include Active Duty, National Guard, Reservists, spouses of Active Duty, National Guard, and Reservists, students using VA Education Benefits, Department of Defense employees, Veterans Affairs employees, and Civilian employees of the United States Coast Guard. All other eligible students must provide the University with an approved TA Authorization form or appropriate verification of military service. Veterans of the U.S. Armed Forces must be certified for VA benefits through the U.S. Department of Veterans Affairs and by Ashford University. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved TA Authorization form or appropriate verification of military service.

The grant amount for Doctoral degree students will equate to 15% of the cost of tuition. In addition, this grant also covers sales tax, technology fees, graduation fee, and course materials, including standard shipping costs where applicable, required for an eligible student’s program of study and purchased through Ashford University’s bookstore or textbook partner. It waives the per course Technology Fee, sales tax charged on tuition, fees, Digital Resources (MATFEE), and Constellation Digital Materials (CDM Fee) (covering the cost of eBooks and course materials), cost of printed books and materials when needed, including standard shipping costs and sales tax, required for an eligible student’s program of study when purchased. Students should refrain from
purchasing course materials prior to confirmation of sufficient enrollments. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved TA Authorization form or appropriate verification of military service.

**All Degree Levels:** The military grant is not retroactive. Students who exceed 365 days of consecutive nonattendance will be asked to recertify eligibility for the Ashford University Military Active Duty Service Member Grant upon return by providing appropriate verification of military service.

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**Addition, Effective 1/07/2020**

**Ashford University Veteran Grant**

**Undergraduate Students:** Students enrolled in an undergraduate program may be eligible for the Ashford University Veteran Grant. Eligible students include, students using VA Education Benefits, veterans discharged under honorable conditions, Department of Defense (DoD) employees not using Tuition Assistance, and Department of Affairs (VA) employees. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification if using benefits or a copy of the DD-214 showing veteran was honorably discharged.

The grant reduces tuition for undergraduate courses to $450 per credit. In addition, this grant also covers the sales tax, technology fees, graduation fee, and course materials required for an eligible student’s program of study, including standard shipping costs where applicable, when purchased through Ashford University’s bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments.

**Master’s Students:** Students enrolled in a master’s program may be eligible for the Ashford University Veteran Grant. Eligible students include, students using VA Education Benefits, veterans discharged under honorable conditions, veterans discharged under general conditions, Department of Defense (DoD) employees not using Tuition Assistance, and Department of Affairs (VA) employees. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification if using benefits or a copy of the DD-214 showing veteran was honorably discharged.

The grant covers the sales tax, technology fees, graduation fee, and course materials, including standard shipping costs where applicable, required for an eligible student’s program of study and purchased through Ashford University’s bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. Students should refrain from purchasing course materials prior to confirmation of sufficient enrollments.

**Doctoral Students:** Students enrolled in a Doctoral program may be eligible for the Ashford University Veteran Grant. Eligible students include, students using VA Education Benefits, veterans discharged under honorable conditions, veterans discharged under general conditions, Department of Defense (DoD) employees not using Tuition Assistance, and Department of Affairs (VA) employees. Grants are only applied to an eligible student’s account upon receipt of an approved VA certification if using benefits or a copy of the DD-214 showing veteran was honorably discharged.

The grant amount for Doctoral degree students will equate to 15% of the cost of tuition. In addition, this grant also covers sales tax, technology fees, graduation fee, and course materials, including standard shipping costs where applicable, required for an eligible student’s program of study and purchased through Ashford University’s bookstore or textbook partner.

**All Degree Levels:** The veteran grant is not retroactive. Students who exceed 365 days of consecutive nonattendance may be asked to recertify eligibility for the Ashford University Veteran Grant upon return by providing appropriate verification of military service.

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**Revision, Effective 1/7/2020**

**Military Grant Grandfathering**

Students who previously received the Ashford University Military Active Duty Service Member or Veteran Grant, and who subsequently enroll in another degree program after graduating, are permitted to continue to receive the grant without recertifying eligibility, unless they have been out of attendance more than 30 days.

Students who were previously enrolled with University of the Rockies and maintain their current program will continue to receive the University of the Rockies rate for the Military Grant; however, Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Military Active Duty Service Member or Veteran Grant upon return by providing appropriate verification of military service. At that point, those students will receive the Ashford University Military Grant for Graduate students.
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.

Ashford University Bridge Grant

Student’s that meet eligibility requirements will be awarded the Bridge Grant not to exceed $3,922.00, for their first academic year. In order for a student to receive those funds and continue to be eligible, they must also meet academic standards. Students are expected to complete four successful courses in 26 weeks per payment period in their first academic year and maintain good academic standing. Students who do not maintain good academic standing will not receive the Bridge Grant in the payment period that standards were not met. Students who fail to meet academic standards in their first payment period automatically lose eligibility for their second payment period. Students can appeal the loss of the Bridge Grant by speaking with a Financial Services Manager and students may subsequently be requested to provide supporting documentation.

Children of Fallen Heroes Scholarship Act

Beginning with the 2018-2019 award year, a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. To qualify for this scholarship, a student must be Pell-eligible, and be less than 24 years of age or enrolled at an institution of higher education at the time of his or her parent’s or guardian’s death. Students will continue to receive the maximum amount of Pell Grant for future award years as long as the student remains Pell eligible in future award years. Eligible students will also have their Direct Loan eligibility reviewed based on an EFC (Expected Family Contribution) of zero. Students will be required to notify the University that they meet eligibility for this scholarship by providing documentation. Please contact the Financial Aid Office for more information.

Return of Title IV Funds

If a return of Title IV funds creates a balance on the student’s account, the student will be responsible for full payment. A student will not be allowed to re-enter, or register, or receive an official academic transcript until the outstanding balance has been paid in full or is currently on an approved payment plan.

Effective 4/09/2020 the College of Education, College of Health Human Services and Science and College of Liberal Arts will combine to make the College of Arts and Sciences.
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 [VA Limits]
Revision, Published 12/19/2019 [VA Limits]

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. Non-Degree Seeking students may not utilize Veterans Affairs (VA) Education benefits, unless a valid Primary School Letter is on file stating the course taken at Ashford University will transfer to the student’s Primary School. A limit of two courses may be taken and submitted to the VA if a student is not enrolled in 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 98-101
Revision, Effective 3/17/2020

SMART Track Program

SMART Track Program Requirements for Bachelor’s Programs Students enrolled in an Ashford University Bachelor’s degree program may be eligible to enroll in up to six (6) credits (nine (9) applicable credits for the MACC, MBA, MISM, MPA, MSCJ or MSTM programs) of graduate-level coursework toward their Bachelor’s degree and accelerate completion of a Master’s degree with Ashford University.

Bachelor’s Program Stipulations and Requirements for Enrolling and Applying Master’s-Level Coursework

- Bachelor’s-level tuition applies to any Ashford University Master’s-level coursework attempted as part of the Bachelor’s program. Students are limited to six (6) attempted credits* at the Bachelor’s-level tuition rate (Ashford University Military Grant rates are applicable for students who qualify). Financial aid is also awarded at the Bachelor’s-level.

* Nine (9) applicable credits for the MACC, MBA, MISM, MPA, MSCJ or MSTM programs

SMART Track Courses

Master of Public Administration+
- BUS 600 Management Communications with Technology Tools (3 credits)
- BUS 610 Organizational Behavior (3 credits)
- MAT 540 Statistical Concepts for Research (3 credits)

+Students who plan to apply to the Ashford University MPA or MSTM program may take MAT 540 for an additional three (3) elective credits for a total of nine (9) Master’s level credits to satisfy appropriate Bachelor’s degree requirements and this course to the MPA or MSTM program.

Page 101
Revision, Effective 4/9/2020

Undergraduate Area of Study Course Overlap Policy

Students who wish to pursue a major, or emphasis minor, specialization, and/or concentration in addition to their primary major may do so as long as the following unique credit requirements are met. This policy does not apply to any overlap with general education requirements.

Transfer coursework that is accepted as a direct transfer to an Ashford University course is not exempted from this policy. Specializations must be approved for the major the student is enrolled in.

<table>
<thead>
<tr>
<th>Area of Study Type</th>
<th>Minimum Unique Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>24 credits</td>
</tr>
<tr>
<td>Emphasis</td>
<td>6 credits</td>
</tr>
<tr>
<td>Minor</td>
<td>9 credits</td>
</tr>
<tr>
<td>Specialization</td>
<td>6 credits</td>
</tr>
</tbody>
</table>
Transfer Concentration | 6 credits

*Due to the difference in graduation and progression requirements between a Bachelor of Arts and Bachelor of Science, students cannot add an additional major that crosses over between the two disciplines.

Major/Minor Overlap Exceptions
The following major/minors combinations are approved exceptions to the Undergraduate Area of Study Course Overlap Policy.

<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Information Systems</td>
</tr>
<tr>
<td>Sociology</td>
<td>Social and Criminal Justice</td>
</tr>
<tr>
<td>Sports and Recreation Management</td>
<td>Business Administration</td>
</tr>
</tbody>
</table>

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.

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
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.

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Correction, Published 7/31/2019

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 108

Revision, Effective 1/01/2020

Transcripts

Official transcripts may only be provided to third parties upon written consent from the student via the Official Transcript Request form. Students may print copies of
their unofficial transcripts free of charge through the Student Portal. Transcripts will be withheld if a student has a transcript hold or is delinquent in his or her financial obligations to the University.

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.

Page 115
Revision, Effective 10/16/2019

Prior Learning Assessment (PLA)

Through Experiential Learning: Students may participate in the experiential learning component by first enrolling in the experiential learning course, EXP 200 Fundamentals of Adult Learning. EXP 200 is a 3-credit elective course, and per-credit tuition is charged at the regular rate outlined in the current tuition and fee
schedule in the Financial Information section of this Catalog. Upon successful completion of EXP 200, 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 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.

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**Honors College**

**Benefits and Opportunities**

*Revision, Effective 02/21/2020*

Additionally, Honors College students will have access to exclusive benefits and opportunities to help foster their continued success and achievement. Below are the opportunities currently available: Upon acceptance into the Honors College, students will receive:

- Certificate of Acceptance into the Honors College
- Support from a collaborative and holistic support team consisting of a Student Advisor, Financial Aid Advisor, and Career & Alumni Advisor
- Mentorship from an Ashford faculty member
- A dedicated phone line to contact Honors advisors
- Access to the benefits of Ashford’s partnership with Forbes
- An invitation to join a college community group within AU Connect, Ashford’s online alumni community
- An invitation to join exclusive Honors College groups on Facebook and LinkedIn
- Student Membership in the National Collegiate Honors Council
- Student Membership in the SALUTE Veterans National Honor Society (for qualified military/veteran students only)
- Honors College designation on transcript

Upon successful completion of their first Honors College (HON) course, students will be provided with:

- iPad® mobile digital device

Upon graduation, students will receive:

- Special recognition from the Honors College at commencement, including a Honors College Medallion Ceremony; and
- Ashford University framed diploma; and
- Honors College designation on diploma.

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Tau Upsilon Alpha Honor Society
Revision, Effective 4/9/2020

To qualify for membership in Tau Upsilon Alpha Honor Society, active students must meet the following criteria as of January 1 or July 1:

- Be an undergraduate student currently enrolled in the College of Arts and Sciences (BA in Applied Behavioral Sciences, BA in Health and Human Services, BA in Psychology, or BA in Sociology) Health and Human Services, and Science (Gerontology, Psychology, Health and Human Services, or Applied Behavioral Science) and have completed a minimum of 36 credits with a minimum GPA of 3.25

- Be a graduate student currently enrolled in the College of Arts and Sciences (Doctor of Psychology (PsyD), MA in Human Services, MA in Psychology, PhD in Human Services) College of Health and Human Services, and Science (Psychology) and have completed 12 credits of graduate coursework with a minimum GPA of 3.5

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Conditional Admission Requirements for Associate Degree Programs

Revision, Effective for students starting on or after 12/17/2019 [documentation]

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

- Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.*
  - An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
  - Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded. Failure to provide documentation by Day 7 of Week 3 will result in the student being denied admission.
  - If no high school diploma was earned, applicants who have successfully completed at least a two year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted. Unofficial transcripts must be provided. Failure to provide documentation by Day 7 of Week 3 will result in the student being denied admission.

- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the General Academic Information & Policies section.

- Have the ability to study in English indicated by one of the following**:
  - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;***
  - Received a GED that was taken in English;***
  - A minimum of 30 transferable credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent 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 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 generally will not be admitted.^

*Requirements for residents of California and Mississippi are outlined separately; please refer to Additional Admission Requirements for Residents of California and Mississippi.

^Requirements for residents of California and Mississippi are outlined separately; please refer to Additional Admission Requirements for Residents of California and Mississippi.
Provisional Admission Requirements for Associate Degree Programs

Students must meet the following requirements in order to be provisionally admitted to an Associate of Arts degree program at Ashford University:

- Successfully complete Student Success Orientation;
- Attend Week 4 of their first course; and
- Submit proof of graduation from high school in one of the following forms:
  - Official or unofficial copy of high school transcripts or diploma indicating graduation;
  - Official or unofficial documentation of passing the GED or state certificate awarded;
  - High school name and graduation date listed on an official transcript from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies; or
  - Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Attendance in Week 4 constitutes a student’s confirmation of his or her intention to continue in the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Page 134

Revision, Effective for students starting on or after 12/17/2019 [documentation]

Additional Conditional Admission Requirements for Applicants with International Academic Credentials

The following requirements are applicable to applicants relying on academic credentials earned outside the United States for admission. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student’s status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Associate of Arts degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an unofficial evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies; or,
  - Achievement of equivalency of a United States high school diploma.
- All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
  - Educational Credentials Evaluators, Inc. (ECE); OR
  - World Education Services (WES). Note: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Registrar’s Office for acceptance of evaluations from other credible agencies.

Page 137 & Page 240 & 290

Revision, Published 4/09/20 [3rd attempt line added]
Correction, Published 9/27/2019 [appeal procedure]

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 (6) 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. Students who do not attain provisional admission after a third (3rd) attempt, must wait one year from the date they were denied admission to appeal for any additional attempt.

Page 240

Revision, Published 4/09/20 [3rd attempt line added]
Full Admission Requirements for Associate Degree Programs

Note: Additional requirements for residents of California and Mississippi and for students seeking admission based on credentials earned outside of the United States are outlined separately.

Page 137
Deletion, Effective for students starting on or after 12/17/2019

Additional Full Admission Requirements for Applicants with International Academic Credentials

In addition to meeting requirements for full admission outlined in the admission policy for Associate of Arts programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent directly from an approved evaluation service indicating that the student meets full admission requirements (student copies are not accepted) prior to the conclusion of the fourth (4th) attempted Ashford University course (equivalent to one academic term). To start the fifth (5th) course, applicants relying on academic credentials earned outside the United States must complete this requirement or they will be withdrawn from the program.

Page 137
Deletion, Effective for students starting on or after 12/17/2019

Additional Full Admission Requirements for Residents of California and Mississippi

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded; or
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Mississippi residents must submit proof of graduation from high school in one of the following forms:

- Official high school transcript indicating graduation;
- Notation on transcript from another college indicating graduation from high school for transfer students; or,
- Official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Proof of graduation, or equivalent, is required prior to disbursement of any financial aid. See Financial/Financial Aid Implications for Residents of California and Mississippi, under Loan Disbursement Information in the Financial Information section of this Catalog for more information concerning financial aid and payment requirements for California and Mississippi residents.

Page 137
Revision, Effective for students starting on or after 12/17/2019 [documentation]

Conditional Admission Requirements for Bachelor’s Degree Programs

Conditional Admission Requirements for Bachelor’s Degree Programs Applicants seeking admission to a Bachelor's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

- Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
  - Has earned a minimum of 20 transferable credits* as defined by Ashford University transfer credit policies;
  - Has 0-19 transferable credits and successfully completed the Student Success Orientation course;
  - Is seeking readmission to Ashford University after withdrawal from a degree program;
  - Is a current degree-seeking student at Ashford University requesting to change majors; or
  - Is a former Ashford University Clinton Campus student requesting to transfer to the online modality.

*If satisfying the Under 22 exemption with 20 transferrable credits, unofficial transcripts must be submitted with the Application for Admission.

Due to the accelerated, adult-learner focus of the academic programs, applicants under the age of 18 generally will not be admitted.

- Have a regular high-school diploma earned through college preparatory or regular high school courses, a
Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the General Academic Information & Policies section.

- Have the ability to study in English indicated by one of the following***:
  - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;
  - Received a GED that was taken in English^;
  - Earned a minimum of 30 transferable credits from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
  - Took the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination within the past two (2) years. For the TOEFL, a minimum score of 500 paper based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

**Requirements for residents of California and Mississippi, are outlined separately; please refer to Additional Admission Requirements for Residents of California and Mississippi.

***Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for applicants with international academic credentials.

^If satisfying the English Language Requirement through a high school diploma, GED, or equivalent was not completed in the United States, additional documentation may be required. Please contact the Registrar’s Office for further information.

^^ Under 18 applicant seeking to enroll in a Bachelor’s Degree program must appeal in writing to the University Registrar. The appeal must include a written essay and submission of unofficial documentation showing proof of High School graduation as outlined in the catalog. Appeal decisions will be communicated from the Registrar’s Office to students via email and must be approved prior to enrollment. All Under 18 applicants are required to successfully complete Student Success Orientation.

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.

Failing to meet Basic Academic Requirements (BAR) (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt. Students who fail to meet Basic Academic Requirements are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

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

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an “ability-to-benefit” test. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student’s identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Applicants are conditionally admitted to a Bachelor’s degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar’s Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

**Page 140**

*Revision, Effective for students starting on or after 12/17/2019 [documentation]*

**Additional Conditional Admission Requirements for Applicants with International Academic Credentials**

The following admission requirements are applicable to applicants relying on academic credentials earned outside the United States. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student’s status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Bachelor’s degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an unofficial evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies;
  - Achievement of equivalency of a United States high school diploma.

- All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
  - Educational Credentials Evaluators, Inc. (ECE); OR
  - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to Ashford University may petition the Registrar’s Office for acceptance of evaluations from other credible agencies.

**Provisional Admission Requirements for Bachelor’s Degree Programs**

Students must meet the following requirements to be provisionally admitted to a Bachelor’s degree program at Ashford University:

- Successful completion of Student Success Orientation, if required*;
- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and
- Attend Week 4 of their first course; and
- Submit proof of graduation from high school in one of the following forms:
  - Official or unofficial copy of high school transcripts or diploma indicating graduation;
  - Official or unofficial documentation of passing the GED or state certificate awarded;
  - High school name and graduation date listed on an official transcript from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies; or
  - Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.
*Students are required to successfully complete Student Success Orientation if they:

- Have zero (0) traditional college-level transferable credits at the time of application, or
- Are under age 22 and have 0-19 transferable credits.

Attendance in Week 4 constitutes a student’s confirmation of their intention to continue the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

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**Page 141**

*Revision, Effective for students starting on or after 12/17/2019 [documentation]*

**Full Admission Requirements for Bachelor’s Degree Programs**

Note: Additional requirements for residents of California and Mississippi and for students seeking admission based on credentials earned outside of the United States are outlined separately.

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**Page 142**

*Deletion, Effective for students starting on or after 12/17/2019 [documentation]*

**Additional Full Admission Requirements for Applicants with International Academic Credentials**

In addition to meeting the requirements for full admission outlined in the admission policy for Bachelor’s degree programs, applicants relying on academic credentials earned outside the United States must submit an official evaluation sent directly from an approved evaluation service indicating that the student meets full admission requirements (student copies are not accepted) prior to the conclusion of the fourth (4th) attempted Ashford University course (equivalent to one academic term). To start the fifth (5th) course, applicants relying on academic credentials earned outside the United States must complete this requirement or they will be withdrawn from the program.

**Additional Full Admission Requirements for Residents of California and Mississippi**

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded; or
- Proof of at least a two-year program or a minimum of 60 transferable credits that are acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Mississippi residents must submit proof of graduation from high school in one of the following forms:

- Official high school transcript indicating graduation;
- Notation on transcript from another college indicating graduation from high school for transfer students; or
- Official documentation of earned GED.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Proof of graduation, or equivalent, is required prior to disbursement of any financial aid. See Financial/Financial Aid Implications for Residents of California and Mississippi, under Loan Disbursement Information in the Financial Information section of this Catalog for more information concerning financial aid and payment requirements for California and Mississippi residents.

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**Page 143**

*Revision, Effective 7/16/2019*

**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 141

Deletion, Effective for students starting on or after 12/17/2019 [documentation]

Additional Non-Degree Seeking Student General Admission Requirements for Residents of California

California residents must submit proof of graduation from high school in one of the following forms:

- Official or unofficial copy of high school transcripts indicating graduation;
- Official or unofficial documentation of passing the GED or state certificate awarded; or
- Proof of at least a two-year program or a minimum of 60 transferrable credits that are acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies.

Transfer students who successfully completed a two-year program that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation, but must submit official transcripts of the two-year program.

Page 147

Revision, Published 4/08/2020 [Sequence order for ENG 122]

Revision, Published 9/11/2019 [GEN 104]

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.

- EXP 105 Personal Dimensions of Education (3 credits)
- GEN 102 Digital Literacy for Life & the Workplace (3 credits)
- ENG 121 English Composition I (3 credits)
- GEN 103 Information Literacy (3 credits)
- ENG 122 English Composition II (3 credits)
  Prerequisite: Successful completion of ENG 121 or equivalent with a grade of “C-” or better
- COM 200 Interpersonal Communication (3 credits)
- ENG 225 Introduction to Film (3 credits)
- PHI 103 Informal Logic (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- ENG 122 English Composition II (3 credits)
  Prerequisite: Successful completion of ENG 121 or equivalent with a grade of “C-” or better
- POL 201 American National Government (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- SCI 207 Our Dependence upon Environment (4 credits)
- MAT 222 Intermediate Algebra (3 credits)
- GEN 499 General Education Capstone (3 credits)
  Capstone prerequisite: Completion of a minimum of 75 credits

Page 154

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

All students in this program will take MGT 440 going forward effective 1-28-2020.

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 155

Deletion, Effective 3/17/2020

As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Consumer and Family Financial Services

Page 156

Deletion, Effective 3/17/2020

As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts in eMarketing

Page 159

Deletion, Effective 3/17/2020

As of 3/17/2020, this program will no longer accept new enrollments.
Bachelor of Arts in International Business

Page 165
Deletion, Effective 4/09/2020
As of 04/09/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Service Management

Page 164
Deletion, Effective 4/09/2020
As of 04/09/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Public Relations & Marketing

Page 168
Correction, Updates 1/31/2020

Bachelor of Arts in Supply Chain Management

Program Requirements:
* In this program, 3 credits from the major may also satisfy General Education requirements.
* INF 220 IS Principles (3 credits) Prerequisite: INF 103 or permission of instructor.

Page 175 and various
Correction, 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 174
Deletion, Effective 4/09/2020
As of 04/09/2020, this program will no longer accept new enrollments.

Bachelor of Science in Web and Mobile App Technology

Page 176 and various
Revision, Effective 01/01/2020
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.

Page 178
Deletion, Effective 4/09/2020
As of 04/09/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Cognitive Studies
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.

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.

Bachelor of Arts in English Language Learner Studies

- LNG 212 Second Language Acquisition (3 credits)
  Prerequisite: LNG 101 or LNG 321

- LNG 312 Second Language Acquisition (3 credits)
  Prerequisite: LNG 101 or LNG 321

Program Outcomes

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

Bachelor of Arts in Instructional Design

Program Outcomes

- LNG 212 Second Language Acquisition (3 credits)
  Prerequisite: LNG 101 or LNG 321

- LNG 312 Second Language Acquisition (3 credits)
  Prerequisite: LNG 101 or LNG 321

Correction, Published 10/11/2019 [7th PLO]

Bachelor of Arts in Complementary and Alternative Health

Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Gerontology

Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Health Education

Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Revision, Effective 9/17/2019 [PLO Updates]
Revision, Published 2/12/2020 [Capstone]

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.

Major Course Requirements (57 credits)
- HSL 497 Human Services Leadership Capstone (3 credits)
- HHS 497 Health & Human Services Capstone (3 credits)

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](http://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 relates 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.

Associate of Arts in Military Studies
Bachelor of Arts in Applied Linguistics

Page 206
Revision, Effective 9/17/2019

Bachelor of Arts in Communication Studies

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

Page 207
Deletion, Effective 3/17/2020

As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts Cultural Anthropology

Page 209
Deletion, Effective 4/09/2020

As of 04/09/2020, this program will no longer accept new enrollments.

Bachelor of Arts in Environmental Studies

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 6/19/2020 [JRN 323 & JRN 412]
Revision, Effective 3/17/2020 [JRN 201 & CGD 318]
Revision, Effective 9/17/2019 [JRN 321 & COM 327]

Bachelor of Arts in Journalism and Mass Communication

- COM 327 Visual Communication (3 credits)
- JRN 321 Visual Journalism (3 credits) Prerequisite: JRN 301
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- JRN 201 Multimedia News Writing and Editing (3 credits) Prerequisite: JRN 200
- JRN 412 Advanced Editorial & Feature Writing (3 credits)
- JRN 323 Broadcast & Digital Journalism (3 credits) Prerequisite: JRN 301

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
3. Develop an understanding of police responsibility, ethics, and rights;
4. Analyze criminal behavior;
5. Demonstrate an understanding of race, crime, and social policy;
6. 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)
Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts Military Studies

Deletion, Effective 4/09/2020
As of 04/09/2020, this program will no longer accept new enrollments.

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: 45 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 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 305 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

Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Bachelor of Arts Social Science

Deletion, Effective 4/09/2020

Minors
As of 4-09-2020 Ashford will no longer accept new enrollments for Minors. If a student previously elected a minor they can remain with that election and complete those courses.

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.

Global Studies Minor (18 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- SSC 330 Peacemaking: A Global Study of Conflict Resolution & Activism (3 credits)
- ENG 317 International Voices (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- POL 353 Comparative Politics (3 credits)
- ENV 322 Energy & Environmental Systems (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- SSC 320 Global Socioeconomic Perspectives (3 credits)
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

Logistics Management Minor
- MGT 401 Hazardous Materials Management (3 credits) Prerequisite: MGT 330
- MGT 300 Supply Management (3 credits)

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

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)
- HIS 355 Decolonization in Asia, Africa and the Americas (3 credits) Prerequisites: HIS 204 and English Proficiency
- HIS 379 The Atlantic World (3 credits)

Logistics Management Specialization
- MGT 401 Hazardous Materials Management (3 credits) Prerequisite: MGT 330
- MGT 300 Supply Management (3 credits)

Conditional Admission Requirements (Master’s 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:
- 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 2.0* or above. Applicants with a
grade point average of 2.0 to 2.74 will be placed on Academic Watch. Applicants must provide an unofficial or official transcript or diploma demonstrating degree completion by Day 7, Week 3 of their first course or they will be denied admission;

Applicants are conditionally admitted to a Master’s degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and are approved by the Registrar’s Office. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

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.

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.

Provisional Admission Requirements

Students must attend beyond Week 3 of their first course and have submitted official or unofficial college transcripts or diploma in order to be provisionally admitted to a Master’s degree program at Ashford University:

Attendance beyond Week 3 constitutes a student’s confirmation of their intention to continue in the program as a regular student. Upon attendance beyond Week 3 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

Page 240 & 290

Revision, Effective 10/21/2019

MISM Program-Specific Requirements

Students who have successfully completed undergraduate or graduate-level coursework in management information systems, information systems or computer science with a grade of “B-” or higher within the last ten (10) five (5) years will be exempt from ISM 500 Introduction to Management of Information Systems.

Students who have successfully completed undergraduate or graduate-level coursework in computer programming with a grade of “B-” or higher within the last ten (10) five (5) years or who have earned a certificate in computer programming/coding from a recognized non-traditional training provider (e.g. coding boot camp, etc.) within the last ten (10) five (5) years will be exempt from ISM 510 Introduction to Computer Programming for Business Applications.

Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process.

Page 243

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 Arts in Leadership

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]
Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Master of Arts in Curriculum and Instruction

Page 262
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. Apply confidence, competence, and purpose around digital citizenship, consuming, creating, and communicating information and ideas using technology.

Page 264
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 268
Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Master of Arts in Teaching and Learning with Technology

Page 272
Correction, Published 5/21/2020

Post Baccalaureate Teaching Certificate
Program Specific Requirements Core Requirements (9-12 Credits)
- EPP 511 English Language Learners in the Classroom (3 credits)
- EPP 520 Effective Classroom Management (3 credits)
- EPP 530 Serving Exceptional Learners (3 credits)
- EPP 531 Assessing Learners (3 credits)
Certificate-Level Requirements (18-24 12-15 Credits)
Elementary Education (24 15 credits)
• EPP 520 Effective Classroom Management in Elementary Classroom (3 credits)
• EPP 540 Elementary Social Science Methods (3 credits)
• EPP 541 Elementary STEM Methods I (3 credits)
• EPP 542 Elementary STEM Methods II (3 credits)
• EPP 543 Elementary Integrated Reading Methods (3 credits)
• EPP 551 Student Teaching and Seminar I (3 credits)
• EPP 552 Student Teaching and Seminar II (3 credits)
• EPP 553 Student Teaching and Seminar III (3 credits)

Secondary Education (48/12 credits)
• EPP 521 Effective Classroom Management in Secondary Classrooms (3 credits)
• EPP 561 Secondary English Methods (3 credits) OR EPP 562 Secondary History-Social Science Methods (3 credits) OR EPP 564 Secondary STEM Methods (3 credits)
• EPP 563 Secondary Integrated Reading Methods (3 credits)
• EPP 571 Student Teaching and Seminar I (3 credits)
• EPP 572 Student Teaching and Seminar II (3 credits)
• EPP 573 Student Teaching and Seminar III (3 credits)

Post Baccalaureate Teaching Certificate Graduation Requirements
To be eligible for the Post Baccalaureate Teaching Certificate, students must:
• Complete all required coursework (33/27 credits for Post Baccalaureate Teaching Certificate - Elementary Education or 27/24 credits for the Post Baccalaureate Teaching Certificate - Secondary Education).
• Pass the Subject Area Examination, General Knowledge Test and Professional Education Test.
• Complete all Student Teaching requirements.
• A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The program of study will be noted on the transcript as a Post Baccalaureate Teaching Certificate – Elementary Education or as a Post Baccalaureate Teaching Certificate – Secondary Education.

Page 282
Revision, Published 3/6/2020 [updated language to clarify the requirements for Practicum]
Practicum Site Approval is required before a student can be scheduled for this course. In order to have Practicum Site approval, students must complete Practicum stages 1-7 as outlined in the MPH Practicum Handbook.

Page 285
Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.
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. Evaluate the effectiveness of public administration strategies for dealing with urban planning and redevelopment; and
6. 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 286
Deletion, Effective 3/17/2020
As of 3/17/2020, this program will no longer accept new enrollments.

Master of Arts in Public Sociology

Page 289 - 291
Correction, Published 9/11/2019 [Conditional Admission, 12 credits or more]
Revision, Effective 10/21/2019 [Doctoral CAP Appeal]
Revision, Effective for students starting on or after 12/17/2019 [documentation]

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. Provide proof of 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. Applicants must provide an unofficial or official transcript demonstrating degree completion by day 7, Week 3 of their first course or they will be denied admission;

   - 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;

   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.

Provisional Admission Requirements

Students must attend beyond Week 3 of their first course and have submitted official or unofficial college transcripts in order to be provisionally admitted to a Doctoral degree program at Ashford University.

Attendance beyond Week 3 constitutes a student’s confirmation of their intention to continue in the program as a regular student. Upon attendance beyond Week 3 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

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.

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Correction, Published 12/18/2019

Non-Degree Seeking Student General Admission Requirements for Doctoral Level Coursework

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Please see additional policies for non-degree seeking students under Classification of Students in the General Academic Information and Policies section of this Catalog.

Students seeking to enroll in Doctoral-level coursework as a non-degree seeking student must meet the following requirements:

1. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution that awarded the Master’s degree indicating a graduate-level cumulative GPA of 3.0 or higher or an earned Doctoral degree from a regionally or approved nationally accredited institution 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.
2. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework;

3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this Catalog; and

4. Have the ability to study in English indicated by one of the following:
   - Earned a Bachelor’s or Master’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 official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Page 292
Revision, Effective 10/29/2019

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 caretaking responsibilities.

Page 293
Revision, Effective 10/29/2019

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^; or
- 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.
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).

Page 295
Revision, Effective 4/16/2020

Program Time Limits

Doctoral Programs

All Doctoral programs have a seven (7) year time limit for completion starting from the time a student enters the first term of any Doctoral program. Students who do not complete their degree program within the required time limit may be dismissed from the University.

In some circumstances, Doctoral Degrees may take longer to complete if students do not meet their milestones, maintain full-time status, take an academic leave, retake a course, or fail the Dissertation or Applied Doctoral Project defense. Program completion milestones and deadlines are calculated based on the first date of attendance in the student’s program.

In documented extenuating circumstances, Deans may approve an extension to the maximum time for completion. Doctoral program completion time limits do not supersede the obligation to maintain satisfactory academic progress throughout the student’s program of study. Approved extensions may not exceed the requirements to maintain satisfactory academic progress. For the full Satisfactory Academic Progress policies, please see that policy under the General Academic Information and Policies section of this Catalog.

All Doctoral programs have an eight (8) year time limit from the time a student enters the first term of any Doctoral program at Ashford University. Students who do not complete their degree program within the required time limits may be academically dismissed from the University. In some circumstances, it may take longer for an individual student to earn his or her Doctoral degree. For instance, not maintaining full-time status, taking an academic leave from the program, retaking a course, or failing to pass the Dissertation or Applied Doctoral Project defense, can delay a student’s completion of the program. If unable to complete the program requirements on time for any reason, the student may appeal to the

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.

- RES 8101 Virtual In-Residence Workshop 1 (0 credits)
- RES 8102 Virtual In-Residence Workshop 2 (0 credits)
- RES 8103 Virtual In-Residence Workshop 3 (0 credits)

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.
Dean of Doctoral Studies, or designee, for a one year extension. If unable to complete the program requirements on time for any reason after the first appeal, the student may appeal one additional time to the appropriate Dean, or designee, for a final one year extension. Students must complete all degree requirements within ten (10) years maximum. Doctoral program completion time limits do not supersede the obligation to maintain satisfactory academic progress throughout the student’s program of study. Program completion deadlines are calculated based on the first date of attendance in the student’s program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the maximum time to completion. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.