



Catalog Supplement 2009-2010

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Ashford University
400 North Bluff Blvd.
Clinton, Iowa 52732
Toll-free: (800) 242-4153

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Addition of New Programs

The following programs are supplements to those listed on pages 139-184 of the Ashford University Academic Catalog 2009–2010. If you have questions related to these programs, please contact an Enrollment or Academic Advisor for assistance.

Center for External Studies Bachelor of Arts in Education and Public Policy

Effective date August 21, 2009

Program Overview

The Bachelor of Arts in Education and Public Policy major will focus on a comprehensive study of the role of policy and government in education. This program is designed for students who have backgrounds and interests in educational organizations, government, community development, public service, and work with non-profit organizations as well as those that have an interest in pursuing graduate school.

Program Outcomes

Students in the Education and Public Policy program will be able to:

- Describe the roles, processes, and dynamics of educational policy-making;
- Explain how educational program policies are directed toward a specific population in meeting organizational and individual needs;
- Explain the historical and philosophical foundations of education in the development of educational policy;
- Analyze issues and trends that drive education reform;
- Examine methods and techniques for analyzing educational needs, alternative policies, and implementation of selected policies; and
- Analyze the impact of globalization on education policy.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	46 credits
Major course requirements:	36 credits
Electives:	38 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

EDU 108	Introduction to Policy & Education (3 credits)
HIS 324	History of American Education (3 credits)
POL 303	The American Constitution (3 credits)
EDU 363	Education & Social Justice (3 credits)
EDU 365	Politics of American Education (3 credits)
MGT 380	Leadership for Organizations (3 credits)
EDU 422	Public Policy & Special Education (3 credits)
EDU 428	Student Achievement in Public Schools (3 credits)
EDU 471	Public Policy Issues in Education (3 credits)
EDU 473	Divergent Perspectives in Educational Policy & Practice (3 credits)
EDU 486	Educational Policy & Administration (3 credits)
EDU 497	Capstone: Education & Public Policy Development (3 credits)

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

* Satisfies General Education requirements.

Note: Successful completion and graduation from the Bachelor of Arts in Education and Public Policy is not intended to lead to certification or licensure in any state. It is the student's responsibility to determine any individual state's certification or licensure requirements. Ashford University does not represent that this program meets certification or licensure requirements in any state.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies Bachelor of Arts in English

Effective date March 5, 2010

Program Overview

The Bachelor of Arts in English is a natural extension of the existing English and Communication degree currently offered at the campus. This program will offer students a disciplined study of literature and provide a rigorously designed foundation for the development of writing and critical thinking skills. An English degree is versatile, and employers value the proficiency in communication and composition that are valuable in any career.

Program Outcomes

Students in the English program will be able to:

- Demonstrate an understanding of various literary genres and works in their historical, analytical, and sociopolitical contexts;
- Develop the ability to write creatively, clearly, and concisely;
- Develop critical thinking skills through intellectual inquiry;
- Demonstrate the ability to integrate significant literary ideas and themes into a personal worldview;
- Evaluate the power of language relative to ethnicities and gender;
- Analyze how writing, language, and literature function to shape human culture and individual identity; and
- Apply effective independent research skills.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*36 credits
Electives:	44 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

* In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

ENG 341	Studies in Literary Genres (3 credits)
*ENG 201	American Literature to 1865 (3 credits)
ENG 202	American Literature After 1865 (3 credits)
ENG 345	British Literature I (3 credits)
ENG 346	British Literature II (3 credits)
ENG 325	Intermediate Composition (3 credits)
ENG 321	Introductory Linguistics (3 credits)
*ENG 317	International Voices (3 credits)
ENG 380	Literary Research (3 credits)
ENG 318	Creative Writing (3 credits)
ENG 438	Literary Theory (3 credits)
ENG 497	English Capstone (3 credits)

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

* Satisfies General Education requirements.

Note: ENG 121 and ENG 122 or equivalents must be successfully completed prior to start of major coursework.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies Bachelor of Arts in English Language Learner Studies

Effective date August 21, 2009

Program Overview

The Bachelor of Arts in English Language Learner Studies major focuses on a comprehensive study of the broad application of linguistics in addressing second language learning needs. The program of study is designed around courses that are grounded in the Teachers of English to Speakers of Other Languages (TESOL) standards and NCATE standards.

Program Outcomes

Students in the English Language Learner Studies program will be able to:

- Apply concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of English for English Language Learners;
- Analyze the influences of culture and diversity as it affects second language learning;
- Apply knowledge of meta-linguistics in second language development in constructing multiple identities;
- Describe standards-based practices and strategies for developing and integrating English listening, speaking, reading and writing skills in instructional settings; and
- Demonstrate knowledge of history, research and current practices in the field of second language acquisition and ELL.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*36 credits
Electives:	41 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

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

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

EDU 321	Introduction to Serving English Language Learners (3 credits)
ELL 240	Linguistically & Culturally Diverse Learners (3 credits)
ELL 242	Understanding & Teaching English Language (3 credits)
*SOC 308	Racial & Ethnic Groups (3 credits)
ELL 355	Methods, Materials, & Technology for Learning a Second Language (3 credits)
ELL 351	Listening & Speaking in a Second Language (3 credits)
ELL 353	Reading & Writing in a Second Language (3 credits)
ELL 357	English Language Teaching & Adult Learners (3 credits)
ELL 420	Testing & Assessment for ELL Students (3 credits)
ELL 359	Contemporary Issues in English Language Instruction (3 credits)
ELL 361	Language Learning in a Global Context (3 credits)
ELL 497	English Language Learner Studies Capstone (3 credits)

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

* Satisfies General Education requirements.

Note: Successful completion and graduation from the Bachelor of Arts in English Language Learner Studies is not intended to lead to certification or licensure in any state. It is the student's responsibility to determine any individual state's certification or licensure requirements. Ashford University does not represent that this program meets certification or licensure requirements in any state.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies

Bachelor of Arts in Entrepreneurship

Effective date October 16, 2009

Program Overview

Business is inherently entrepreneurial in nature but the skill set and knowledge required to be an entrepreneur are different from those required of other business managers. Ashford University's Bachelor of Arts in Entrepreneurship curriculum was designed to help emerging entrepreneurs build successful businesses and harness opportunities. The program takes students through a course of study that educates them in sound business principles, preparing a business plan, and how to finance and manage a small business.

Program Outcomes

Students in the Entrepreneurship program will be able to:

- Assess the risks involved in an entrepreneurial venture;
- Analyze the impact of the political, legal and ethical environment on entrepreneurial ventures;
- Analyze emerging issues facing emerging businesses in competitive markets;
- Integrate the functional areas of business in the strategic planning process; and
- Construct a business plan for an entrepreneurial venture.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*45 credits
Electives:	32 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

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

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

MGT 330	Management for Organizations (3 credits)
*PHI 445	Personal & Organizational Ethics (3 credits)
BUS 303	Human Resource Management (3 credits)
BUS 311	Business Law I (3 credits)
BUS 330	Principles of Marketing (3 credits)
ECO 204	Principles of Microeconomics (3 credits)
ACC 205	Principles of Accounting I (3 credits)
ACC 206	Principles of Accounting II (3 credits)
BUS 362	Introduction to Entrepreneurship (3 credits)
BUS 365	Creativity & Innovation (3 credits) <i>Prerequisite: BUS 362</i>
BUS 368	Venture Capital & Banking (3 credits) <i>Prerequisite: BUS 362</i>
^BUS 401	Principles of Finance (3 credits) <i>Prerequisite: ACC 205 or ACC 208</i>
BUS 435	Small Business Ventures (3 credits) <i>Prerequisite: BUS 362</i>
BUS 433	New Business Strategy (3 credits) <i>Prerequisite: BUS 362</i>
BUS 437	Business Plan Development (3 credits) <i>Prerequisite: BUS 362</i>

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

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies

Bachelor of Arts in Environmental Studies

Effective date September 25, 2009

Program Overview

The Bachelor of Arts in Environmental Studies prepares students as professionals and citizens of the world for work in environmental careers. Environmental Studies is an interdisciplinary program that instills in students an ability to better understand the relationships between humans and the environments and humanity's impact on the different environments. Students work individually and collaboratively to acquire the knowledge, skills, attitudes, and motivation to seek out solutions to global environmental issues. Through interdisciplinary study in science, the social sciences, and the humanities, Environmental Studies encourages students to embrace the interconnections in knowledge and the environment in order to understand and manage the complexities of environmental, cultural, and social issues that are local, national, and global in scale.

Program Outcomes

Students in the Environmental Studies program will be able to:

- Demonstrate specific knowledge of material, information, and techniques in the natural sciences relating to a career in the environmental fields;
- Evaluate the specific knowledge of material and information in the humanities and social sciences relating to a career in the environmental fields;
- Apply critical reading, thinking, and communication skill using language specific to the environmental fields;
- Implement appropriate current technologies that allow work and knowledge in the field to meet or exceed course expectations; and
- Demonstrate critical thinking, reading, and integration skills in the analysis of complex situations in order to develop descriptions, interpretations, and solutions regarding issues in the environmental fields.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*43 credits
Electives:	35 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

* In this program, 4 credits from the major may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (43 credits)

ENV 230	Concepts of Sustainability (3 credits)
*SCI 207	Dependence of Man on the Environment (4 credits)
ENV 300	Environmental Biology (3 credits) <i>Prerequisite: SCI 207</i>
ENV 345	Business & the Environment (3 credits)
LIB 315	The Environment & the Human Spirit (3 credits) <i>Prerequisite: ENG 122 or equivalent</i>
POL 310	Environmental Policies (3 credits)
^ENG 328	Scientific & Technical Writing (3 credits) <i>Prerequisite: ENG 122 or equivalent</i>
ENV 322	Energy & Environmental Systems (3 credits)
ENV 325	Environmental Management (3 credits)
ENV 330	Environmental Ethics (3 credits)
ENV 333	Environmental Impact (3 credits)
GEO 308	GIS Software Application (3 credits)
ENV 495	Environmental Research (3 credits)
ENV 497	Environmental Studies Capstone (3 credits)

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

* Satisfies General Education requirements.

^ Physical World requirement must be met before taking this course.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies Bachelor of Arts in Health and Human Services

Effective date November 20, 2009

Program Overview

The Bachelor of Arts in Health and Human Services is an interdisciplinary degree program preparing students to work in diverse entry level positions in health and human services. Emphasis of the major is on the delivery of health and human services to diverse populations, in the context of the current and emerging political, socioeconomic, psychosocial, and regulatory environment.

Program Outcomes

Students in the Health and Human Services program will be able to:

- Analyze health and human services delivery from political, socioeconomic, and psychosocial perspectives;
- Evaluate social and human delivery systems at the individual, family, group, organization, and community levels;
- Analyze social problems within the context of health care environments;
- Evaluate ethical issues and challenges inherent in the provision of health and human services, and service provision;
- Analyze human behaviors within the health and human services context;
- Evaluate health and human services issues, challenges, and interventions;
- Discuss the provision of health and human services from multi-cultural perspectives; and
- Identify effective communication components and strategies with diverse health and human services constituents.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	46 credits
Major course requirements:	36 credits
Electives:	38 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

HHS 201	Introduction to Human Services (3 credits)
HHS 307	Communication Skills for Health & Human Service Personnel (3 credits)
HHS 310	Health & Human Services Culture: The Helping Relationship (3 credits)
HCA 305	The U.S. Health Care System (3 credits)
SOC 313	Social Implications of Medical Issues (3 credits)
HCA 415	Community & Public Health (3 credits)
HHS 320	Cultural Awareness in the Human Services (3 credits)
HCA 430	Special Populations (3 credits)
HHS 435	Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
HHS 440	Technology in Health & Human Services (3 credits)
HHS 460	Research Methods in Health & Human Services (3 credits)
HHS 497	Health & Human Services Capstone (3 credits)

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

* Satisfies General Education requirements.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies Bachelor of Arts in Homeland Security and Emergency Management

Effective date September 25, 2009

Program Overview

The Bachelor of Arts in Homeland Security and Emergency Management provides students with a broad view of homeland security, emergency management, and preparedness at the federal, state, and local levels. The program is designed to transcend a single discipline to consider counter-terrorism, emergency planning for natural disasters and response to terrorism, research and analysis, and an interdisciplinary foundation of courses including ethics, international relations, cyber crime, as well as a strong emphasis on American Government and the United States Constitution.

Program Outcomes

Students in the Homeland Security and Emergency Management program will be able to:

- Demonstrate a comprehension of relevant bodies of law, the intelligence community, and international, political, social, and cultural environments;
- Develop critical thinking skills for effective problem solving relative to crisis management issues, principles, and procedures;
- Understand the importance of the historic, cultural, and diversity aspects of selected populations;
- Demonstrate the ability to write a substantive report or analysis using strong research skills and technical writing proficiency;
- Evaluate data and analyze the validity of the information;
- Create a report that demonstrates the ability to retrieve information from relevant websites including the pertinent governmental websites and repositories of information; and
- Evaluate the ethical implications of Homeland Security measures.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*39 credits
Electives:	38 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

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

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (39 credits)

POL 201	American National Government (3 credits)
HIS 303	American Constitution (3 credits)
POL 355	International Relations (3 credits)
HSM 305	Survey of Homeland Security & Emergency Management (3 credits)
HSM 311	Ethics & Homeland Security (3 credits)
HSM 315	Emergency Planning (3 credits)
HSM 320	Emergency Response to Terrorism (3 credits)
HSM 421	Research & Analysis in Homeland Security (3 credits)
*LIB 323	Revolution & Terrorism in the Modern World (3 credits)
HSM 433	Counter Terrorism & Intelligence Analysis (3 credits)
HSM 435	Psychology of Disaster (3 credits)
HSM 438	Introduction to Cyber Crime (3 credits)
HSM 497	Homeland Security & Emergency Management Capstone (3 credits)

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

* Satisfies General Education requirements.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies

Bachelor of Arts in Human Resources Management

Effective date August 7, 2009

Program Overview

The Bachelor of Arts in Human Resources Management degree program is designed for students seeking to acquire a concentration of human resource knowledge within a broad base of business concepts. Students will explore and acquire insights into the relationship between the organization's ability to implement its strategic intent through the HR organization's functional areas like recruitment and selection, training and development, compensation and benefits. All students must complete a capstone requirement which integrates content across the degree program and validates the students' knowledge.

Program Outcomes

Students in the Human Resources Management program will be able to:

- Evaluate internal and external organizational environments and the impact of their interrelationships on human resource functions;
- Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development;
- Examine the interaction among management, labor, and labor law;
- Assess and develop methods designed to prevent employer liability and labor relation issues (anti-discrimination statutes, employee and labor relations, union and non-union environment issues); and
- Analyze the ethical, legal, and safety challenges faced in the workplace.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*45 credits
Electives:	32 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

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

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

MGT 330	Management for Organizations (3 credits)
BUS 303	Human Resource Management (3 credits)
BUS 318	Organizational Behavior (3 credits) <i>Prerequisite: BUS 201 or MGT 330</i>
ECO 204	Principles of Microeconomics (3 credits)
MGT 435	Organizational Change (3 credits)
ACC 205	Principles of Accounting I (3 credits)
BUS 311	Business Law I (3 credits)
BUS 330	Principles of Marketing (3 credits)
BUS 370	Organizational Development (3 credits) <i>Prerequisite: BUS 201 or MGT 330 or HCA 459</i>
BUS 372	Employee & Labor Relations (3 credits) <i>Prerequisite: BUS 303</i>
BUS 375	Employee Training (3 credits) <i>Prerequisite: BUS 303</i>
*PHI 445	Personal & Organizational Ethics (3 credits)
^BUS 401	Principles of Finance (3 credits) <i>Prerequisite: ACC 205 or ACC 208</i>
BUS 434	Compensation & Benefits Management (3 credits) <i>Prerequisite: BUS 303</i>
MGT 490	Strategic Human Resources Planning (3 credits)

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

* Satisfies General Education requirements.

^ Math competency must be met before taking this course.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies

Bachelor of Arts in International Business

Effective date October 16, 2009

Program Overview

Business is inherently international in nature and the success or even survival of modern multinational enterprises is largely dependent upon highly skilled business professionals competent in international business practices and strategies. The Bachelor of Arts in International Business degree program provides the essential body of knowledge for students seeking well-defined careers in international business and skills required for professional advancement and business prosperity.

Program Outcomes

Students in the International Business program will be able to:

- Apply basic business practices to resolve international business problems;
- Assess market globalization factors and typical business strategies for competing in foreign markets;
- Construct a country strategic risk assessment that includes all the relevant factors for firms operating overseas or thinking of entering new markets;
- Integrate culturally sensitive concepts into team communication; and
- Analyze emerging issues facing countries or businesses in international markets.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	*46 credits
Major course requirements:	*45 credits
Electives:	35 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

* In this program, 6 credits from the major may also satisfy General Education requirements.

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

MGT 330	Management for Organizations (3 credits)
*PHI 445	Personal & Organizational Ethics (3 credits)
COM 360	Advanced Communications in Society (3 credits)
ECO 204	Principles of Microeconomics (3 credits)
ECO 320	International Economics (3 credits)
ACC 205	Principles of Accounting I (3 credits)
^BUS 308	Statistics for Managers (3 credits)
^BUS 307	Operations Management & Quantitative Techniques (3 credits)
*BUS 357	International Business (3 credits)
BUS 343	International Marketing (3 credits)
BUS 378	International Business Law (3 credits)
BUS 439	International Human Resources Management (3 credits)
POL 353	Comparative Politics (3 credits)
BUS 450	International Finance (3 credits)
MGT 492	Strategic Management for the Multinational Enterprise Capstone (3 credits)

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

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies

Bachelor of Arts in Journalism and Mass Communication

Effective date November 20, 2009

Program Overview

The Bachelor of Arts in Journalism & Mass Communication draws upon the applied liberal arts tradition of the university. This program builds on a wide range of journalism-related studies: electronic media communication, ethics, law and integrity in journalism, and the First Amendment. Graduates will be prepared for employment or advancement in a wide variety of journalism positions, advertising and marketing, communications, and in many areas of mass media.

Program Outcomes

Students in the Journalism and Mass Communication program will be able to:

- Demonstrate an understanding of the rights, roles and responsibilities of news media professionals;
- Apply the journalistic concepts of accuracy, timeliness and impact;
- Demonstrate professional-level communication skills in the areas of print, online media layout, report, editorial writing and interviewing;
- Apply ethical principles and decision-making in the practice of journalism; and
- Demonstrate the research skills necessary to interpret and analyze public records, reference materials, and internet resources.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	46 credits
Major course requirements:	36 credits
Electives:	38 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (36 credits)

JRN 231	Survey of Journalism & Mass Communication (3 credits)
JRN 337	News Reporting & Writing (3 credits)
JRN 333	Ethics in Journalism (3 credits)
ENG 325	Intermediate Composition (3 credits) <i>Prerequisite: ENG 121 and ENG 122 or equivalents</i>
JRN 335	Cyber-journalism (3 credits)
JRN 331	Advanced Writing & Editing for the Media (3 credits) <i>Prerequisite: ENG 325</i>
JRN 339	Global Journalism (3 credits)
JRN 410	Journalism Law (3 credits)
JRN 412	Advanced Editorial & Feature Writing (3 credits) <i>Prerequisite: ENG 325</i>
JRN 415	Methods of Research & Analysis in Journalism (3 credits)
JRN 425	Journalism & Politics (3 credits)
JRN 497	Journalism & Mass Communication Capstone (3 credits)

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

* Satisfies General Education requirements.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Center for External Studies

Bachelor of Arts in Operations Management and Analysis

Effective date November 6, 2009

Program Overview

The Bachelor of Arts in Operations Management and Analysis program prepares students to be operations managers who possess the analytical, problem-solving, and behavioral management skills needed to diagnose problems, improve operating systems, and communicate and gather support for required system improvements that contribute to a business' success. It prepares students for employment in a variety of business fields, particularly manufacturing, production control, distribution, inventory control, quality management, and supply chain management.

Program Outcomes

Students in the Operations Management and Analysis program will be able to:

- Apply systems analysis to management decisions and operational success;
- Assess methods of quality management, product and service development, and learn processes in business operations;
- Develop skills in managing projects and programs;
- Examine globalization effects on the organization's operations, supply chain, and product or services production; and
- Understand effective decision-making, problem-solving, and technical skills required in management.

Program Requirements

Total minimum credits required:	120 credits
General Education requirements:	46 credits
Major course requirements:	45 credits
Electives:	29 credits

Students must earn a minimum of 30 upper-division credits and a minimum of 21 credits at Ashford University (residency requirement).

Introductory Course Requirements (6 credits)

+EXP 105	Personal Dimensions of Education (3 credits)
*PSY 202	Adult Development & Life Assessment (3 credits)

Major Course Requirements (45 credits)

MGT 330	Management for Organizations (3 credits)
ECO 204	Principles of Microeconomics (3 credits)
ACC 205	Principles of Accounting I (3 credits)
ACC 206	Principles of Accounting II (3 credits) <i>Prerequisite: ACC 205</i>
^BUS 308	Statistics for Managers (3 credits)
^BUS 307	Operations Management & Quantitative Techniques (3 credits)
INF 336	Project Procurement Management (3 credits) <i>Prerequisite: INF 103 or computer competency</i>
INF 337	Integrated Cost & Schedule Control (3 credits) <i>Prerequisites: ACC 205 and BUS 308 or MAT 332</i>
INF 340	Business Systems Analysis (3 credits) <i>Prerequisite: computer competency</i>
BUS 461	Decision Modeling & Analysis (3 credits) <i>Prerequisites: MGT 330 and BUS 308 or MAT 332</i>
BUS 445	Total Quality Management (3 credits)
BUS 446	Production Operations Control (3 credits)
^BUS 401	Principles of Finance (3 credits) <i>Prerequisite: ACC 205 or ACC 208</i>
INF 410	Project Management (3 credits)
BUS 402	Strategic Management & Business Policy (3 credits) <i>Prerequisites: BUS 201 or MGT 330, and BUS 401</i>

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

* Satisfies General Education requirements.

^ Math competency requirement must be met before taking this course.

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Addition of Minor

The following minor is supplemental to those listed on pages 179-181 of the Ashford University Academic Catalog 2009–2010. If you have questions related to this minor, please contact an Enrollment or Academic Advisor for assistance.

Center for External Studies

Logistics Management Minor

Effective date December 11, 2009

Course Requirements (18 credits)

- INF 220 IS Principles (3 credits)
Prerequisite: INF 103 or computer competency
- MGT 330 Management for Organizations (3 credits)
- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330
- MGT 325 Introduction to Transportation Management
(3 credits)
Prerequisite: MGT 330
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330
- MGT 496 Strategic Warehouse Management (3 credits)
Prerequisite: MGT 330

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Addition of Specializations

The following specializations are supplemental to those listed on pages 182-184 of the Ashford University Academic Catalog 2009–2010. If you have questions related to these specializations, please contact an Enrollment or Academic Advisor for assistance.

Center for External Studies

Infant and Toddler Care Specialization

Effective date October 30, 2009

Available in Bachelor of Arts in Early Childhood Education and Early Childhood Education Administration only.

Course Requirements (12 credits)

- ECE 341 Social & Emotional Growth of Infants & Toddlers (3 credits)
- ECE 343 Quality Care Environments for Infants & Toddlers (3 credits)
- ECE 345 Infant & Toddler Learning & Development (3 credits)
- ECE 347 Culture, Family & Childcare (3 credits)

Logistics Management Specialization

Effective date December 11, 2009

Available in Bachelor of Arts in Business Administration, Entrepreneurship, International Business, Organizational Management, Operations Management and Analysis, and Public Administration only.

Course Requirements (12 credits)

- MGT 322 Principles of Logistics Management (3 credits)
Prerequisite: MGT 330
- MGT 325 Introduction to Transportation Management (3 credits)
Prerequisite: MGT 330
- MGT 401 Hazardous Materials Management (3 credits)
Prerequisite: MGT 330
- MGT 496 Strategic Warehouse Management (3 credits)
Prerequisite: MGT 330

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Addition of Graduate Specializations

The following specialization is supplemental to those listed on pages 192-193 of the Ashford University Academic Catalog 2009–2010. If you have questions related to this specialization, please contact an Enrollment or Academic Advisor for assistance.

Center for External Studies

Master of Arts in Education Child Development Specialization

Effective date November 6, 2009

This specialization is focused on building an awareness and understanding of the natural milestones of Child Development. Students will complete 12 credits in this specialization related to Child Development.

Course Requirements (12 credits)

- ECE 630 Language, Physical & Social Development in Young Children (3 credits)
- ECE 653 Cognitive Development of Infants & Young Children (3 credits)
- ECE 654 Assessment & Intervention in Early Childhood (3 credits)
- ECE 605 Children & Families in a Diverse Society (3 credits)

Education and Public Policy Specialization

Effective date August 7, 2009

The Education and Public Policy specialization is designed to prepare graduates to assume challenging positions in a variety of governmental, intermediary, non-profit, school or other educational organizations. This specialization will offer opportunities to analyze contemporary educational policy issues using research skills, political analysis and organizational knowledge. The program will equip students to understand, participate, and lead initiatives involving policy and practice.

Course Requirements (12 credits)

- EDU 633 Educational Policy Formation (3 credits)
- EDU 631 Politics, Policy-Making & Political Action in Education (3 credits)
- EDU 663 Assessment & Public Policy (3 credits)
- OMM 625 Learning Organizations & Effectiveness (3 credits)

Special Education Specialization

Effective date November 6, 2009

This specialization is focused on building awareness and understanding of working and supporting special needs students in the school programs. Students will complete 12 credits in this specialization related to Special Education.

Course Requirements (12 credits)

- ESE 631 Survey of the Exceptional Child (3 credits)
- ESE 695 Characteristics of Students with Mild & Moderate Disabilities (3 credits)
- ESE 691 Behavior Management in the Classroom (3 credits)
- ESE 633 Collaborative Relationships & Transition (3 credits)

Note: Successful completion and graduation from the Master of Arts in Education is not intended to lead to certification or licensure in any state. It is the student's responsibility to determine any individual state's certification or licensure requirements. Ashford University does not represent that this program meets certification or licensure requirements in any state.

Master of Business Administration Business Economics Specialization

Effective date December 11, 2009

The MBA/Business Economics reinforces the natural relationship between the disciplines of economics and finance. Students study economic forces of prime importance to business, such as employment, inflation, interest rates, and monetary and fiscal policy.

Course Requirements (9 credits)

- BUS 668 Macroeconomics of Financial Markets (3 credits)
- BUS 669 Managerial Economic Analysis (3 credits)
- BUS 689 Market Structure & Firm Strategy (3 credits)

Environmental Management Specialization

Effective date December 11, 2009

The MBA/Environmental Management Specialization expands the degree into emerging areas of significant importance for the 21st century business. Students study environmental law, the relationship among economic forces, business risk, and alternative sources of energy while integrating sustainable business strategy in support of the next generation of business model.

Course Requirements (9 credits)

- BUS 665 Environmental Law & Compliance (3 credits)
- BUS 667 Energy, Environment & Economics (3 credits)
- BUS 688 Business Strategy: The Sustainable Enterprise (3 credits)

Please see the Academic Catalog or www.ashford.edu for the course descriptions of the required courses in the program not listed in the Course Description section of this Supplement.

Tuition and Fees Update

Effective date April 1, 2010

Tuition and applicable fees are due and payable at the beginning of each class. Ashford University will withhold transcripts, degree verifications, and grade reports until accounts are paid in full.

Undergraduate Programs Offered Through the Center for External Studies

The following is a list of tuition applicable to Associate's and Bachelor's degree programs and/or courses offered through the Center of External Studies, effective April 1, 2010. Tuition rates and fees may change at any time without prior notice.

Tuition per credit

Tuition 100- to 400-level courses \$372.00

Note: Ashford University's Military Tuition Grant and Military Veterans' Tuition Grant will increase to \$122 per credit for all undergraduate courses beginning on or after April 1, 2010 as a result of the noted changes above.

Graduate Programs Offered Through the Center for External Studies

The following is a list of tuition applicable to Master's degree programs and/or courses offered through the Center of External Studies, effective April 1, 2010. Tuition rates and fees may change at any time without prior notice.

Tuition per credit

Master of Arts in Education \$486.00

Master of Arts in Teaching
and Learning with Technology \$486.00

All Other Master's Programs \$541.00

Ashford University

Board of Trustees

The following updates the information on pages 249-250.

Dino D'Auria, Chairman

Dino D'Auria is the Senior Vice President/Commercial Division Manager of San Diego National Bank, and serves as the Chairman of the Board of Trustees. In this position at San Diego National Bank, Mr. D'Auria also serves on the Bank's Senior Management Team. Mr. D'Auria brings 16 years experience in banking to his post. Mr. D'Auria served as past board president for the Association for Corporate Growth and was the former chair of the Junior Achievement board of directors. He received his MBA from the University of Southern California, and his bachelor's degree from California State University, Fullerton.

Sister Ruth Cox

Sister Ruth Cox presently serves as an Adjunct Faculty at Kirkwood Community College in Cedar Rapids, Iowa. Previous to her role with Kirkwood Community College, Sister Ruth served as President and CEO of The Alverno in Clinton, Iowa. She has served professionally in many roles, including the Leadership Council of the Sisters of St. Francis and the Iowa Advisory Board for the Iowa Foundation for Medical Care. Sister Ruth has delivered numerous papers and presentations on the topic of nursing. Her many academic assignments include the Curriculum Committee for the College of Nursing at Loyola University of Chicago, among others. Sister Ruth holds a Ph.D. from the University of Iowa, and earned her MA and BS from Loyola University of Chicago.

Peter Ewell

Dr. Peter Ewell is Vice President of the National Center for Higher Education Management Systems (NCHEMS). He has served professionally as Member of the Board for the American Association of Higher Education (AAHE), the Council on Adult and Experiential Learning (CAEL) and the Board of Governors of Truman State University. Dr. Ewell was honored with the Virginia B. Smith Innovative Leadership Award, and has published numerous papers on higher education. He earned his Ph.D. and M.Phil. from Yale University, and his BA from Haverford College.

Paula Kelly

Dr. Paula Kelly is currently the Vice President of Development for the Monarch School. Dr. Kelly served as the Dean of the College of Extended Studies at San Diego State University and has a background in entrepreneurial education and international business. She traveled to more than 30 countries in Asia, Europe, South America, and the Middle East to market and develop the College's international training and development programs. Dr. Kelly earned her MBA and doctorate at the University of San Diego and later served as the Director of Development at that institution. She has served on the Boards of the World Trade Center, Asian Business Association, and St. Vincent de Paul Village.

Meredyth A. Leahy

Dr. Meredyth A. Leahy has over 30 years experience working with adult educators and adult learners in basic literacy, secondary, continuing and higher education, in both public sector and military education venues, including Temple University and the Pennsylvania Department of Education, Cabrini College, Muhlenberg College, and Excelsior. From 1994 to 2008 she served as Dean, School of Liberal Arts, Excelsior College, Albany, New York. Since her retirement, she has served as distance education adjunct faculty for Excelsior College teaching an undergraduate course on the history and philosophy of American education, and North Carolina State University where she taught a graduate course on the adult learner. She recently joined the American Council on Education's Military Installation Voluntary Education Review (MIVER) as a program review team member. Dr. Leahy earned her Bachelor's degree from Edinboro State Teachers College and her Master's and Doctorate degrees in adult education from Temple University, Philadelphia, Pennsylvania.

Jane McAuliffe

Dr. Jane McAuliffe currently serves as CEO and President of Ashford University. She is also the Senior Vice President/Chief Academic Officer for Bridgepoint Education. She earned a PhD in Curriculum and Instruction/Special Education from Arizona State University. She also earned her Master's and Bachelor's degrees focused in the area of Special Education. Her professional career began as a special education teacher and her experience includes both public and private K-12 schools. Prior to her appointment with Ashford University, she served as President of the Sarasota campus of Argosy University in Sarasota, Florida. She held various positions at Argosy University including Vice President for Academic Affairs in Sarasota and Department Head for Education in Atlanta. Her experience also includes serving as Vice President for Academic Affairs at American InterContinental University, Dean, Associate Dean, and Program Chair in the College of Education at the University of Phoenix. She is the co-author of one book and has presented numerous scholarly presentations in the course of her professional career.

Peter J. Negroni

Dr. Peter J. Negroni is Senior Vice President of Relationship Development at the College Board. A career educator with more than 30 years experience as a teacher and administrator, Dr. Negroni began his career in education as a New York City teacher before moving into administrative roles, including principal and community college district superintendent. From 1989 through 2000 he was superintendent of the Springfield (Mass.) public school system. In 1998 he was named Superintendent of the Year by the Commonwealth of Massachusetts. Dr. Negroni earned a bachelor's degree from Iona College in New Rochelle, N.Y., a sixth-year certificate in student administration from City College of New York and a doctorate from Fairleigh Dickenson University in Teaneck, N.J.

Donna Oliver

Donna Oliver is the President and CEO of Mercy Medical Center in Clinton, Iowa. Previous to joining Mercy Medical Center, she held various senior level positions in the health care industry. Ms. Oliver has earned several prestigious awards, including the St. Joseph Health System Excellence Award. She is active in the community, currently serving as a Board Member of the Clinton Chamber of Commerce. Ms. Oliver holds an MBA from Pepperdine University and a BA from Central Washington.

Karen Steinberg

Ms. Steinberg is the Executive Vice President for the Council for Adult and Experiential Learning (CAEL). As Executive Vice President, she acts as the CFO of the organization and has responsibility for operations. Previous to her current position with CAEL, Ms. Steinberg was a Senior Vice Chancellor with the United States Open University (USOU). Ms. Steinberg holds an MBA from the University of Nevada and earned her BA from the California State University at Chico.

J. William Wenrich

J. William Wenrich, PhD, is Chancellor Emeritus of the Dallas County Community College District, the largest undergraduate institution in the state of Texas. As Chancellor, Dr. Wenrich oversees seven community colleges, an economic development institute, and an advanced center for educational telecommunications. He is the author of more than 20 scholarly research articles, studies, and reports on subjects relevant to academia and higher-education administration. He also serves as Vice Chair of the Alliance for Higher Education in North Texas, and is a former board member of the American Council on Education. Dr. Wenrich completed his undergraduate studies through an academic scholarship to Princeton University, and while earning his PhD at University of Michigan, he was awarded the Hinsdale Scholar Award for top PhD candidate in Education.

Course Descriptions (new or revised only)

Please see the 2009-2010 Academic Catalog or www.ashford.edu for course descriptions not listed below.

BUS 201 Principles of Management (3 credits)

This course is an introduction to the nature and problems of management and organizations, leadership and control. The relationships between the needs of the individual, the organization and society are examined. (Cross-listed as MGT 330.)

BUS 303 Human Resource Management (3 credits)

An introduction to the field of human resource management. Topics to be discussed include communication, motivation, and management of personnel. The course will include a review of current standards and practices as well as the legal environment as it pertains to the human resource field. (Cross-listed as MGT 445.)

BUS 318 Organizational Behavior (3 credits)

This course is designed to develop the student's skills in the understanding of factors that affect how individuals and groups act and interact with one another and with management. It also looks at how organizations manage their internal environment with the aim of improving productivity, efficiency, and communications among members. Prerequisite: BUS 201 or MGT 330.

BUS 330 Principles of Marketing (3 credits)

The methods used by producers of goods and services to determine and satisfy the wants of society. An examination of external and internal environments that impact marketing decisions, the basic elements of a marketing program, and issues in ethics and social responsibility. (Cross-listed as MGT 350.)

BUS 357/403 International Business (3 credits)

Students examine functional areas of business from an international perspective. The importance of differing cultural and political assumptions in business is also addressed.

BUS 401 Principles of Finance (3 credits)

Basic corporate finance is presented with the emphasis on risk and return, bond and equity markets, valuation of bonds and equities, present value analysis, internal rate of return analysis, and project analysis using the weighted average cost of capital. Prerequisites: ACC 205 or ACC 208 and math competency.

BUS 402 Strategic Management & Business Policy (3 credits)

A case-based course that discusses the set of managerial decisions and actions that determines the long-run performance of a company. The course includes

environmental scanning, strategy formulation, strategy implementation, and evaluation and control. Prerequisites: BUS 201 or MGT 330, and BUS 401.

BUS 446 Production Operations Control (3 credits)

Students analyze production control requirements as applied to both "push" and "pull" production environments. Students further learn to capture data and prepare for product changes in a variety of manufacturing environments.

BUS 461 Decision Modeling & Analysis (3 credits)

An introduction to the application of management science techniques and statistical tools to business decisions. Students will learn the assumptions and techniques necessary to apply and to implement solutions from optimization and other decision science models. The focus of the course will be on problem solving, which includes problem definition, problem analysis, evaluation and choice of alternatives, and implementation and evaluation of the decision. Prerequisites: MGT 330, BUS 308 or MAT 332.

BUS 665 Environmental Law & Compliance (3 credits)

This course begins with an analysis of The Solid Waste Disposal Act/Resource Conservation and Recovery Act (RCRA), Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Further, it will familiarize students with an environmental manager's duties in permitting, reporting, record keeping and sampling. It emphasizes a systematic approach to identifying obligations with respect to regulated media and developing appropriate responses. Obligations under United States environmental laws, their relationship to state and local laws, and state and local obligations are considered as a model for analysis and response.

BUS 667 Energy, Environment & Economics (3 credits)

This course deals with the linkage of energy, environmental and economic issues. The impact of energy supply and end-use on human well-being and the ecosystem is covered. It also includes a comprehensive approach to the resolution of resource, technical, economic, strategic, environmental, socio- and geopolitical problems of the energy industries. In addition, pathways to a sustainable global energy system are presented.

BUS 668 Macroeconomics of Financial Markets (3 credits)

This course examines the monetary aspects of production, spending, borrowing, and lending decisions, organization, performance and scope of services provided by financial markets and institutions, and the powers of the Federal Reserve System to use monetary policy and limits to credit expansion. The regulatory and globalization aspects and relevance of market behavior to the financial system are also examined.

BUS 669 Managerial Economic Analysis (3 credits)

Managerial economics introduces the basic principles of economic analysis as applied to managerial decisions to determine how an organization can achieve its aims most efficiently. This course applies statistical and quantitative tools and the methodological approaches commonly used by

economists to business problems as demand estimation, product pricing, profit maximizing level of output, cost minimizing level of input use, and forecasting.

BUS 688 Business Strategy: The Sustainable Enterprise (3 credits)

This course integrates environmental management issues with use of strategic planning tools for assessing and responding to the driving forces of the “next” economy: globalization, technology, demographics and the environment. The course examines the challenge of corporations competing in the global economy of the new millennium in such a way that will allow the planet to support them indefinitely. Emphasis is on the company's ability to build and sustain a competitive advantage utilizing traditional management concepts as well as new sustainability practices.

BUS 689 Market Structure & Firm Strategy (3 credits)

This course focuses on the study of markets, laws, and government regulations used to smooth significant market imperfections, especially the problems caused by market structure and market power. The course further examines how firms formulate business strategies and activities to position themselves for profit advantage. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA/Business Economics curriculum. In addition, the capstone project requires the generation and presentation of an industry economic analysis.

CGD 240 Media Writing & Editing (3 credits)

An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication. Practical experience includes writing for campus media. (Cross-listed as JRN 240.)

CGD 318 Public Relations Practices & Promotional Writing (3 credits)

An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format. (Cross-listed as JRN 318.)

ECE 316 Practicum—Infant/Toddler (1 credit)

A 30 clock hour practicum with infants and toddlers.

ECE 317 Practicum—Pre-K (1 credit)

A 30 clock hour practicum with children from 3-6 years of age in a preschool.

ECE 318 Practicum—K (1 credit)

A 30 clock hour practicum in a kindergarten classroom.

ECE 341 Social & Emotional Growth of Infants & Toddlers (3 credits)

Social-emotional development including the management of emotions and the ability to establish positive relationships with others will be covered in this course. Students will learn the important elements in a childcare setting that support

healthy social, emotional, and behavioral adjustment in infants and toddlers.

ECE 343 Quality Care Environments for Infants & Toddlers (3 credits)

Students will learn both theory and application of why and how to set up, arrange and change early childhood learning environments to effectively meet the developmental needs of very young children. The role of the teacher, the importance of the environment, design principles, health and safety will be covered in this course.

ECE 345 Infant & Toddler Learning & Development (3 credits)

Emphasis will be placed on effective activities and practices to promote language development, cognitive development and motor skill development in young children. Sensory, music and movement development will also be covered in this course. Appropriate behavior teaching and coaching for infants, toddlers and two year olds will be discussed.

ECE 347 Culture, Family & Childcare (3 credits)

This course will increase the students expertise and understanding of all the components that must work together to create an effective childcare setting in which all children can thrive. Elements to be covered in the planning of a childcare environment include discipline and behavior management as well as consideration of the child's developmental level, the family and cultural context.

ECE 605 Children & Families in a Diverse Society (3 credits)

This course will provide a clear and practical introduction to multicultural and anti-bias issues and will aid students in developing culturally relevant methods in working with children and families in early childhood settings.

ECE 630 Language, Physical & Social Development in Young Children (3 credits)

This course provides an introduction to the developmental stages of language acquisition, physical and social development in young children from birth to 6. The focus of the course is on the specific developmental milestones in young children.

ECE 653 Cognitive Development of Infants & Young Children (3 credits)

This course deals with theories regarding cognitive development in children from birth to eight years of age including knowledge resulting from brain research. The relationship between the rate of cognitive development and overall development will be explored throughout the course. Students will apply this knowledge to design programs to meet the needs of children with varying needs and abilities.

ECE 654 Assessment & Intervention in Early Childhood (3 credits)

This course explores the issues around early assessment and intervention with young children. Specific developmental

concerns will be identified and intervention programs will be examined.

ECO 342 Principles of Econometrics (3 credits)

This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. The mathematics of econometrics will be introduced only as needed and will not be a central focus. Prerequisite: BUS 308 or MAT 332 and math competency.

EDU 108 Introduction to Policy & Education (3 credits)

This course examines the theory, analysis, development and implementation of educational policy. It will explore the reasons for change in educational policy, ways to track its' evolution, and manners in which educational policy may be influenced. The history of educational policy will also be explored.

EDU 363 Education & Social Justice (3 credits)

The influences of educational policy and its' convergence with social justice will be studied in this course. Issues of race, gender, sexuality, globalism, and other multicultural issues within the study of politics and policy will be explored throughout this course.

EDU 365 Politics of American Education (3 credits)

The political dimensions of policy formation/implementation in education and the use of power to influence educational policy will be explored. Conflict resolution and the analysis of consequences and impact will be examined.

EDU 422 Public Policy & Special Education (3 credits)

A study of the educational, legal, sociological and ethical issues that influence public policy related to the provision of special education to students with disabilities.

EDU 428 Student Achievement in Public Schools (3 credits)

This course will examine various factors influencing student achievement in public schools. Influencing factors will include motivation theories, as well as the impact of families, teachers and schools on student success. Issues of equity and access to quality educational programs will be considered.

EDU 471 Public Policy Issues in Education (3 credits)

Public policy issues in education including historical, international and political will be examined in light of current research perspectives. Current policy strategies for reforming U.S. public schools will be highlighted.

EDU 473 Divergent Perspectives in Educational Policy & Practice (3 credits)

Current issues and debates in the field of education will be investigated. Students will examine the purpose of schooling and the challenges of meeting a variety of visions for what the school system should accomplish today.

EDU 486 Educational Policy & Administration (3 credits)

This course focuses on the societal and political contexts in educational settings. Students will examine various issues that

are likely to have an impact on teaching and learning in diverse educational settings. Educational policy areas considered include governance, curriculum, accountability, personnel development, and school finance.

EDU 497 Capstone: Education & Public Policy Development (3 credits)

The capstone course is an examination of influences affecting policy development and decision making in the education arena. It will cover policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained throughout the completion of the EPP major.

EDU 631 Politics, Policy-Making & Political Action in Education (3 credits)

This course is designed to use political knowledge to analyze and act in educational institutions. The course focuses on contemporary and historical cases to develop students' understanding, analytical skills, and capacity for effective action in the political sphere. Special attention will be directed toward student application of policy-making in understanding and analyzing a special topic of interest.

EDU 633 Educational Policy Formation (3 credits)

This course is designed to focus on theories and models of policy-making process, including pluralism, elitism, systems analysis, structuralism, and state autonomy models. The course examines how different theories view the roles of political leadership, institutions, interest groups, academics experts, and external influences in the policy-making process. The course examines how different factors influence policy outcomes and processes at various stages of the development process. The course provides students with analytical tools to understand variations in the policy-making process and the opportunity to develop their own applications.

ELL 240 Linguistically & Culturally Diverse Learners (3 credits)

This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implication for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined.

ELL 242 Understanding & Teaching English Language (3 credits)

In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied.

ELL 351 Listening & Speaking in a Second Language (3 credits)

The stages of language development as well as ideas and strategies to enhance oral language learning and acquisition in the classroom will be applied in this course. Theories and

methods of teaching language as communication in oral and aural modes will also be applied.

ELL 353 Reading & Writing in a Second Language (3 credits)

The relationship between first and second language comprehension as well as the reading comprehension and writing connection will be explored in this course. The use of differentiated literacy instruction for English Language Learners will be the central focus.

ELL 355 Methods, Materials, & Technology for Learning a Second Language (3 credits)

Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning.

ELL 357 English Language Teaching & Adult Learners (3 credits)

Theory and methodology applicable to English language instruction are integrated in the context of working with adults. Materials and methods suitable for working with adult English learners will be explored and evaluated in this course.

ELL 359 Contemporary Issues in English Language Instruction (3 credits)

Historical influences on instructional design in second language education will be explored. National and state standards for all learners and the implication for ELL instruction will be analyzed. Dual language instruction, bilingual education, and the politics of this as contrasted to English Language immersion programs will also be examined.

ELL 361 Language Learning in a Global Context (3 credits)

This course introduces students to the issues surrounding second language learning around the world. Emphasis will be given to educational, civic, business, governmental, and cultural issues.

ELL 420 Testing & Assessment for ELL Students (3 credits)

Various tools and methodologies for assessing English proficiency in speaking, listening, reading and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design.

ELL 497 English Language Learner Studies Capstone (3 credits)

This is the capstone course for the English Language Learner Studies major, to be taken at the completion of the major courses. This course provides students with the opportunity to integrate and apply their learning from the course of study for English Language Learners studies in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the Teachers of English to Other Language Speakers (TESOL) standards and the National

Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon language development research, and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program.

ENG 201 American Literature to 1865 (3 credits)

This course will examine American literature from early colonization through 1865, including texts from the colonial, revolutionary, and antebellum periods. The focus will be upon literary analysis and literary movements contextualized by American history and culture.

ENG 202 American Literature After 1865 (3 credits)

This course will examine American literature focusing on a selection of works published between 1865 and the present. We will explore the impact of social and cultural transformations on our national literature working through literary movements and paying close attention to the development of ideas about gender, race, region and nation as expressed in fiction, poetry, and drama.

ENG 317 International Voices (3 credits)

An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interview, and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisites: English Proficiency.

ENG 318 Creative Writing (3 credits)

This course provides writing experiences in fiction, nonfiction or poetry for students who have a strong interest in creative expression and have some experience in writing in one of these genres. Various aspects of the imaginative process are explored with separate application made to the genres of fiction, nonfiction, and poetry. Students choose one genre, participate in workshops with instructors, join with instructors and writing practitioners in critiquing colleagues' work, and make presentations of their own work.

ENG 321 Introductory Linguistics (3 credits)

This course provides students with an introduction to the principles and methods of linguistic theory. Basic concepts included are phonology, morphology, syntax, and semantics. The developmental stages of language acquisition and the variations of dialect and style observed in spoken and written English are also examined. Students practice applying linguistic theory to explain language-related phenomena encountered in everyday life.

ENG 325 Intermediate Composition (3 credits)

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. Prerequisites: ENG 121 and ENG 122 *or equivalents*.

ENG 341 Studies in Literary Genres (3 credits)

This course will introduce students to literary genres such as poetry, short fiction, creative non-fiction, drama, and the novel. Students will read, analyze, and write critically about representative selections in the various genres.

ENG 345 British Literature I (3 credits)

This course examines British literature from the Old English period through the Age of Reason.

ENG 346 British Literature II (3 credits)

A survey of the British literature from the Romantic Period through the early part of the 20th Century.

ENG 380 Literary Research (3 credits)

This course is designed to teach the techniques for conducting literary research. Students will focus on particular authors while focusing on the essential skills of literary research. In addition to short critical essays, students will produce a major research paper.

ENG 438 Literary Theory (3 credits)

This course is designed to provide students with the knowledge, skills, and tools to develop an understanding the nature of literature, what functions it has, what the relation of the text is to the author, the reader, to language, to society and to history.

ENG 497 English Capstone (3 credits)

Students will demonstrate mastery of the concepts and methodology in the major by producing a final project that includes extensive research into the selected topic.

ENV 230 Concepts of Sustainability (3 credits)

This course is designed to provide a sound understanding of the ecological, technological, economic, political, and ethical dimensions of environmental sustainability. Through the study of selected incidents and current projects, students will examine food systems, transportation, energy, urbanization, rainforests and global climate change, and defend a position in sustainability.

ENV 300 Environmental Biology (3 credits)

A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisite: an introductory biology course or SCI 207.

ENV 322 Energy & Environmental Systems (3 credits)

This course is designed to provide knowledge relative to the relationship between energy consumption, energy generation, their related externalities, and conservation in the context of diminishing reserves of fossil fuels and increasing availability of renewable resources. Students will defend a position related to a particular energy source and its effect on the environment.

ENV 325 Environmental Management (3 credits)

This course examines the issues in the urban environment and the interactions between theory and policy relating to urbanization, industrialization and the impact of population growth on the environment.

ENV 330 Environmental Ethics (3 credits)

This course is a study of the ethical dimensions of selected contemporary environmental controversies. Students will examine the major theoretical approaches to environmental ethics, value systems, and specific issues including biodiversity and wilderness preservation.

ENV 333 Environmental Impact (3 credits)

Following the guidelines set by the National Environmental Policy Act (NEPA) and its subsequent modifications, students will learn the fundamental methods of analysis required for conducting a robust Environment Impact Statement (EIS). Students will learn the fundamental elements of an EIS through the examination of contemporary cases.

ENV 495 Environmental Research (3 credits)

Students will conduct extensive research into a selected topic or incident and analyze the findings for use in the final project for the Capstone course utilizing geographic information system software.

ENV 497 Environmental Studies Capstone (3 credits)

The Capstone course is an extended application of the skills and concepts learned throughout the program for the development of the final project. Students will apply research, interpret results, and compile the findings into the final research report or proposal on the selected topic.

ESE 631 Survey of the Exceptional Child (3 credits)

This course provides an introduction to the education of students with diverse learning abilities and styles, including children with mental retardation, physical disabilities, learning disabilities, those identified as gifted and talented, and those diagnosed as having attention deficit disorder. These and other disabilities and special abilities are explored with a focus on the identification of individual differences in development and learning, and risk factors associated with exceptionalities. Developmental variations and patterns of these exceptionalities are examined along with the educational support strategies, the effects on the family and the rights of children.

ESE 633 Collaborative Relationships & Transition (3 credits)

This course emphasizes developing effective communication techniques to use with personnel in educational settings and transitions, including parents of individuals with disabilities and ancillary personnel. Emphasis will be placed on interaction with students, parents, paraprofessionals, professionals, and volunteers.

ESE 691 Behavior Management in the Classroom (3 credits)

This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures. Designed to provide the teacher practical “how to” skills in classroom management, modification of behavior, and other management skills directed toward establishing an environment of learning.

ESE 695 Characteristics of Students with Mild & Moderate Disabilities (3 credits)

This course provides a theoretical frame of reference within which to view challenges faced by students with mild/moderate disabilities. A functional definition of mild/moderate disabilities, possible causes, characteristics of students, typical academic deficits experienced by students and methods that have been effective in addressing the needs of students will be examined.

GEO 308 GIS Software Application (3 credits)

This course is an introduction to the Geographic Information Systems (GIS) software that is widely used to conduct spatial analysis in the areas of environmental science, business, defense and intelligence, education, government, health and human services, public safety, transportation, and utilities and communication. Students will learn the ArcGIS system and become experienced in the analysis of spatially related data and the digitized map system.

HCA 340 Managing in Health & Human Services (3 credits)

An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing supervisory relations, managing finances program evaluation, leadership theories and teams in organizations are explored. (Cross-listed as SOC 340.)

HHS 201 Introduction to Human Services (3 credits)

This course introduces students to the profession of health and human services beginning with the historical evolution of the field and continuing up to modern day. A broad-based view of the purpose, preparation, and theoretical orientation of the profession is stressed including the many types and career settings of human service professions, scope of work, and duties and functions. Basic skills required by health and human service workers are reviewed, in addition to the roles of human service workers in both clinical and non-clinical settings. An introductory examination of orientations, ethics, and skills related to health and human service delivery in diverse practice settings is included.

HHS 307 Communication Skills for Health & Human Service Personnel (3 credits)

This course emphasizes theories and practice of professional communication skills within the context of health and human services. Students will examine classical approaches and new theories and research in interpersonal, and group communication. Active listening, empathy interviewing,

nonverbal communication, and presentation skills are stressed. The impact of family, culture, and gender on communication is integrated through communication exercises and class projects. In this class, students will also have an opportunity to examine the practical implications of these concepts in developing their own communication skills through application of selected communication techniques and strategies.

HHS 310 Health & Human Services Culture: The Helping Relationship (3 credits)

This course examines the role and function of “helping,” and helping processes as applied within the context of the health and human service profession. Helper characteristics are considered, relative to optimizing service delivery in diverse health and human service settings serving a multitude of constituents/client groups. Helping strategies and interventions, with attention to principles, methodology, practitioner skills and knowledge are overviewed. Interpretive strategies such as case study analysis, and vignette analysis are used to simulate health and human service settings.

HHS 320 Cultural Awareness in the Human Services (3 credits)

This course prepares students to understand cultural systems, and the nature of cultural identity defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age, and religion. Emphasis is placed on defining and developing skills for the culturally competent delivery of health and human services.

HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)

Health and human service delivery practices are discussed using contemporary issues, trends, legal aspects, and ethics in an integrated approach. Health laws, ethics, and professional conduct standards including boundary- setting and confidentiality requirements are covered. Professional roles, functions, and legal/ethical responsibilities of health and human service professionals are overviewed using standards published by selected professional organizations.

HHS 440 Technology in Health & Human Services (3 credits)

This course is a survey of the application and integration of technology within the health and human services sector. Infomatics issues such as privacy, access, and security are presented. Legal ramifications, professional ethics, and maintaining confidentiality of the client are explored within the emerging technological context.

HHS 460 Research Methods in Health & Human Services (3 credits)

This course is a survey course encompassing the application of research methodology. It prepares students to critically evaluate published research. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Although key statistical concepts are covered, the focus of the course is helping students gain a conceptual understanding of the components of sound

research, and to understand the steps and procedures involved in ethical research of the content area.

HHS 497 Health & Human Services Capstone (3 credits)

In this final course, students will reflect upon and synthesize the major insights gained in their study of Health and Human Services. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout their program. The focus is on a strategic health and human services topic that is directly related to access and delivery of services to a selected client group.

HIS 312 The American West (3 credits)

The American West is a sub-field of United States history that was framed by Frederick Jackson Turner's frontier thesis in 1893, which saw encounters among land, people, and history forming the basis for a "sectional" identity. This course examines these entities and further explores the complexities of U.S. western history, incorporating the different landscapes shaped by multiple geopolitical histories, the encounters between political and cultural struggles over meaning, and/or the contests between diverse groups of people over shared places, status, and/or meanings. Historians, journalists, politicians, filmmakers, and writers have all told stories about the American West. For this reason, this course examines a variety of stories from across the curriculum that present the twentieth-century-American West. (Cross-listed as POL 312.)

HSM 305 Survey of Homeland Security & Emergency Management (3 credits)

This course is a broad overview of Homeland Security from its emergence in America's first century to the 9/11 attacks. Areas of study include the rise of modern terrorism, domestic terrorism, cyberterrorism, Homeland Security organization, strategies, programs and principles, emergency management, the media, and the issues of civil liberties.

HSM 311 Ethics & Homeland Security (3 credits)

This course provides a foundation of classical ethical theories and explores the ethical implications of war and terrorism in the 21st century. Students will be challenged to analyze the controversial issues of the practice of torture, bombing of civilians, assassination and targeted killing, and humanitarian intervention. Civil Liberties and the Patriot Act will be examined. Case studies will offer students the opportunity to examine their own moral stance on selected issues, and study the traditional ethical rules and practices in war, even when engaging with international terrorist groups.

HSM 315 Emergency Planning (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. Actual case studies are used to teach students how to plan for natural disasters as well as terrorism at the federal, state and local levels.

HSM 320 Emergency Response to Terrorism (3 credits)

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 terrorist incidents.

HSM 421 Research & Analysis in Homeland Security (3 credits)

Students will develop the skills to conduct research into selected topics relating to homeland security, emergency management and disaster preparedness using government websites, Internet sources, library databases, and other pertinent repositories of information and data. Students will be required to formulate a research topic with supporting sources for the final report due in the Capstone course.

HSM 433 Counter Terrorism & Intelligence Analysis (3 credits)

Students in this course study and analyze counterterrorism including the evolution of counterterrorism, and the specifics of the typology and anatomy of terrorist operations. The course includes an overview of the intelligence community, collection, analysis, requirements and dissemination.

HSM 435 Psychology of Disaster (3 credits)

Utilizing case studies and clinical research, the course will focus on the psychological and physiological response to natural disasters, terrorism, and other manmade disasters. Students will examine psychological reactions, the recovery process and mental health care for victims, disaster recovery teams, and first responders.

HSM 438 Introduction to Cyber Crime (3 credits)

This course focuses on the technical aspects of digital crime as well as behavioral aspects of computer hackers, virus writers, terrorists and other offenders. Using real life examples and case studies, students will examine the history, development, extent and types of digital crime and digital terrorism as well as current legislation and law enforcement practices designed to prevent, investigate and prosecute these crimes.

HSM 497 Homeland Security & Emergency Management Capstone (3 credits)

In this final course students will demonstrate their mastery of program outcomes in Homeland Security & Emergency Management creating an original research and analysis report using the draft and research developed in the Research and Analysis Course.

INF 337 Integrated Cost & Schedule Control (3 credits)

Effective cost and schedule management are cornerstone activities of each project. Students will determine how best to plan the execution of a project scope, to consider stakeholder budget and schedule constraints, to use different methodologies, and to establish the performance measurement baseline. They will also discover keys to identify potential cost and schedule overruns and master the tools and

techniques to compare actual work accomplished against established plans, as well as work accomplished against actual expenditures. By identifying early warning indicators, students will gain greater insight into potential risk areas and take the necessary corrective action to keep the project in control. Prerequisites: ACC 205, and MAT 332 or BUS 308.

INF 410 Project Management (3 credits)

This course provides the foundational principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation.

JRN 231 Survey of Journalism & Mass Communication (3 credits)

This course is designed to provide an overview of the history, professional traditions, and roles and practices of the news media in a democracy. Topics include journalistic reporting, how news is defined, ethics, emerging trends, online reporting and news writing basics.

JRN 331 Advanced Writing & Editing for the Media (3 credits)

This course is designed to provide the principles and techniques of good writing for the mass media with an emphasis on accuracy of information, presentation, clarity, precision and efficiency in use of the language. Additionally, we will focus on the standards of writing for the Web which differ substantively from the traditional media. Prerequisite: ENG 325

JRN 333 Ethics in Journalism (3 credits)

Ethics in journalism begins with an overview of ethical foundations and philosophy with a focus on case studies in the media and the application of ethical standards and decision making to issues faced by journalists on a daily basis.

JRN 335 Cyber-journalism (3 credits)

This course will examine the ways in which technology has transformed the journalistic landscape to a 24-hour news cycle with digital content acquisition and distribution. It will explore the professional and technical challenges of producing multimedia news in this environment.

JRN 337 News Reporting & Writing (3 credits)

This course will focus on the gathering, evaluating and writing of the news in the print and electronic media. Students will hone basic skills and become aware of current trends including citizen journalism, convergence and the importance of fairness and objectivity.

JRN 339 Global Journalism (3 credits)

This course is designed to provide the student with an overview of the major issues facing global journalism. It focuses on the social, cultural, and governmental aspects of the international media and their relationship to journalism from the perspective of a democratic system.

JRN 410 Journalism Law (3 credits)

The study of the law of journalism and mass communication is a vast field. This course provides a broad overview of the rule of law, the First Amendment, disruptive speech, libel, protecting privacy, reporter's privilege and electronic media Regulation.

JRN 412 Advanced Editorial & Feature Writing (3 credits)

Students in this course will apply journalistic skills to opinion writing for editorial pages. It will also provide tools for evaluating critical thinking and argumentation for evaluating editorial writing. Additionally, students will learn the skills and requirements for feature writing. Prerequisite: ENG 325

JRN 415 Methods of Research & Analysis in Journalism (3 credits)

This course teaches students research methods of utility and analysis in journalism with a focus on survey research, electronic database searching, government sites, and the evaluation of data sets in journalism research studies.

JRN 425 Journalism & Politics (3 credits)

This course is designed to aid students in determining how the media shape the context of American government and politics. Students will study American political journalism theory, current practice, convergence, and emerging technological change and their impact on public opinion and policy.

JRN 497 Journalism & Mass Communication Capstone (3 credits)

Students will demonstrate mastery of the programmatic outcomes of the journalism major by creating an electronic portfolio of work completed during the program and by adding newly developed material that showcase professional journalistic skills.

LIB 201 Liberal Arts Research Methods (1 credit)

A consideration of research methods, strategies, and source materials appropriate to the liberal arts. The course stresses practical application and will be tailored to emphasize research methods in students' areas of concentration. Prerequisites: ENG 121 and ENG 122 *or equivalent*.

LIB 301 Liberal Arts Seminar (3 credits)

Students examine a selected topic from the perspectives of the various disciplines within one of the broad fields of liberal arts: fine arts, humanities, science, or social science. Students develop a working knowledge of the methodologies, perspectives, and limitations of each discipline, as well as an appreciation of the insights that may be derived from interdisciplinary inquiry. May be repeated for additional credit only with change of field. Prerequisite: Junior standing or permission of the instructor. (Cross-listed as BIO 301 and NAT 301.)

MGT 322 Principles of Logistics Management (3 credits)

This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including

handling, warehousing, inventory control, and financial controls. Prerequisite: MGT 330.

MGT 325 Introduction to Transportation Management (3 credits)

This course focuses on intermodal transportation as part of supply chain management. The course addresses the development of the global transportation system, transportation regulation, the modes of transportation and how they interface, shipper issues, intermodal transportation management, and the future in transportation. Prerequisite: MGT 330.

MGT 330 Management for Organizations (3 credits)

This course presents an introduction to management theory and practice, including the inter-relatedness that the planning, organizing, leading, and controlling functions play in the multicultural, technology driven, and global organizations of the 21st century. The emphasis is on the application of management theory to real-life situations in the workplace. (Cross-listed as BUS 201.)

MGT 350 Principles of Marketing (3 credits)

This course will acquaint the student with the methods used by producers of goods and services to determine and satisfy the wants of society. This course includes an examination of internal and external environments that impact marketing decisions, the basic elements of a marketing program and issues in ethics and social responsibility. (Cross-listed as BUS 330.)

MGT 401 Hazardous Materials Management (3 credits)

This course addresses the significant issues associated with handling hazardous materials in a logistical system. The course also provides a firm foundation on basic hazardous materials management principles. Topics include definitions of hazardous materials, regulatory overview, technology to treat different hazardous materials, and tracking and manifest rules. Prerequisite: MGT 330.

MGT 445 Human Resource Management (3 credits)

This course applies theory and research to human resource management (HRM) policies and practices, including attaining organizational goals, legal concerns, labor relations, strategic analysis, the HRM role in shaping organization and employee behavior, applying technology and systems to HRM, and HRM problems/issues. (Cross-listed as BUS 303.)

MGT 450 Strategic Planning for Organizations (3 credits)

Strategic Planning introduces students to various management planning models and techniques, and applies these to actual business cases. This course stresses the concepts of both strategic planning and strategic management. Prerequisite: MGT 330. (Cross-listed as MGT 451.)

MGT 451 Strategic Planning Capstone (3 credits)

Culminating the aggregate knowledge of a business program, the Strategic Planning Capstone introduces students to various management planning models and techniques. Application of

strategic planning concepts is stressed throughout the curriculum. (Cross-listed as MGT 450.)

MGT 490 Strategic Human Resources Planning (3 credits)

This course provides a link between the traditional human resources functions (recruiting, staffing, training, performance appraisals, labor relations, and compensation and benefits), strategic planning, and meeting long-range organizational goals and objectives.

MGT 492 Strategic Management for the Multinational Enterprise Capstone (3 credits)

The final integrative course in the international business program integrates the basic business functions through strategic management principles. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy formulation and implementation are addressed.

MGT 496 Strategic Warehouse Management (3 credits)

This course is an overview of the strategic role that the warehousing function plays in the modern logistics environment. Subjects include warehouse strategies, difference in government and non-government systems, layout and design, location, customer service, bar coding, material handling, and measuring warehouse productivity. Prerequisite: MGT 330.

POL 310 Environmental Policies (3 credits)

Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment. (Cross-listed as ENV 310.)

PPA 603 Government Budgeting (3 credits)

This is a comprehensive, straightforward examination of government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also addressed are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

SOC 313 Social Implications of Medical Issues (3 credits)

An introductory course that provides learners with a basic foundation of human biology applicable to human service and health and human services providers. The course explores basic human biology and its relationship to selected socio-cultural domains that are grounded in Bronfenbrenner's Ecological Model of Human Development. Prerequisites: PSY 101 and SOC 101.

Errata

The errata listed below apply to the Ashford University Academic Catalog 2009–2010 (effective date July 1, 2009 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. If you have questions related to changes listed, please contact your Academic or Financial Services Advisor for assistance.

Note: Entries may contain excerpts from policies, as noted. For the complete policy or statement reference, please refer to the page number associated with each entry.

Page 21

Addition, Published 10/30/09

Contact Information

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

Page 24

Addition, Published 12/3/09

Grievance Procedure for Student Complaints

Georgia Residents:

Students from the State of Georgia have the right to appeal the Ashford University final grievance policy decision by contacting:

State of Georgia

Nonpublic Postsecondary Education Commission

2082 East Exchange Place Suite 220

Tucker, Georgia 30084-5305

Ph: 770-414-3300

www.gnpec.org

Pages 29-30

Correction, Published 9/25/09

Penalties for Misconduct

References to “penalties” should be replaced with the term “sanctions” throughout this section.

Page 29

Correction, Published 9/25/09

Emergency Administrative Leave of Absence

Delete reference to Vice President of Student Services and add “or designee” to list of staff that may place a student on an administrative leave of absence.

Page 30

Correction, Published 9/25/09

Counseling

Delete reference to Vice President of Academic Affairs.

Page 30

Addition, Published 9/25/09

Educational: The student may be required to complete an educational assignment

Page 31

Correction, Published 9/25/09

Penalties for Academic Dishonesty

Reference to “penalties” should be replaced with the term “sanctions” in this section.

Page 31

Correction, Published 9/25/09

Incident Report of Violation: Any member of the University academic community may submit an allegation(s) of violation(s) of the Code of Student Conduct to the Student Success Office or the Vice President of Academic Affairs (for academic integrity issues).

Page 32

Correction, Published 9/25/09

Informal Hearing: The Director of Student Success or designee meets with the individuals involved in the alleged violation to determine responsibility and sanctions, if necessary.

Page 32

Correction, Published 9/25/09

Formal Hearing: The Director of Student Success or designee hears the case to determine responsibility and sanctions, if necessary.

Procedures for a formal hearing:

A hearing shall be set at a suitable time and place.

The student shall be permitted to present witnesses.

The student shall not be permitted to have an attorney present at any hearing or in appeal or review.

Formal rules of evidence applicable in a court of law do not apply.

Following a formal hearing, students shall be given the option to:

Accept the decision of the Director of Student Success or designee;

Appeal the decision in writing within ten (10) business days to the Director of Student Success or designee for an On-Campus Student Conduct Committee*

Page 33

Correction, Published 9/25/09

Final Appeal of On-Campus Student Conduct Committee Decisions

Authority for the implementation of these rules and regulations is delegated to the Director of Student Success. It is the responsibility of the student to complete all sanctions of a disciplinary decision. Failure to do so could result in additional sanctions being imposed. Sanctions imposed will not be deferred due to a pending appeal.

Page 34

Correction, Published 9/25/09

Incident Report of Violation

Any member of the University academic community may submit an allegation(s) of violation(s) of the Code of Student Conduct to the Director of Student Affairs or University Provost, *or designee*.

In most situations where a member of the University community suspects a student of violating the Code of Student Conduct, he or she should first confront the suspected party regarding the concerns and, consequently, his or her intent to make a referral. In situations where there may be a risk of harm, confrontation should be avoided and a referral should be made immediately.

Any allegation presented to the Director of Student Affairs or University Provost, *or designee* must be submitted in writing. The writing must be signed and dated by the person submitting the allegation. This referral should contain all the facts that form the basis for the allegation. The student alleged to have committed the violation and the person making the allegation shall be considered “parties” to the investigation. All documentation that may be relevant to the case should be provided at the time of the referral.

Pages 34-35

Correction, Published 9/25/09

Formal Hearing

All references to “Director of Student Affairs” should be changed to “*Director of Student Affairs or designee*.”

Page 36

Addition, Published 2/26/10

Retention Rate

The 2008-2009 retention rate for First-time/Full-time Ashford University students was 40%.

Student Body Diversity

Ashford University provides the following information regarding its student body. This information is based on 2008-2009 IPEDS reported data.

Gender:

Male = 26%

Female = 74%

Race:

Black, non-Hispanic = 26%

American Indian/Alaska Native = 1%

Asian/Pacific Islander = 2%

Hispanic = 8%

White, non-Hispanic = 58%

Nonresident alien = 0%

Race and ethnicity unknown = 5%

Pell:

51% received Pell grants

Page 38

Revision, Published 12/31/09

Undergraduate Programs Offered Through the Center of External Studies

** Non-refundable fee, applied on the 6th week of enrollment, post start date. The technology services fee provides the student with initial configuration setup to University systems such as *the online learning platform*, student portal, the online library collection, and other academic support systems.

Page 39

Addition, Published 10/30/09

Financial Aid Plan

Note: Under this plan for enrollment in nontraditional programs, continuous attendance with no attendance breaks greater than 29 days is required to retain eligibility for disbursed federal financial aid funds. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.* The University may be required to return the federal funds of students with reduced financial aid eligibility due to attendance breaks, leaving the student responsible to the University for the remaining balance on the student’s account.

Page 40

Correction, Published 12/11/09

Military Veteran’s Benefits Plan

The Military VA Plan requires that all tuition and any applicable fees be paid prior to each course’s start date, with the exception of the *first 60 days* in the student’s first academic year. Under this plan, *tuition payment is deferred for the first 60 days of continuous enrollment in a degree program*, regardless of when the student receives disbursement from the Veterans’ Administration. Applicable fees are due on or before the start date of each course/term.

Page 42

Correction, Published 3/5/10

Federal Pell Grants:

Grants are currently awarded up to a maximum of \$5,350 per *academic year*.

Page 44

Correction, Published 8/7/09

Revision, Effective 4/1/10

Ashford University Military Tuition Grant

Center for External Studies: Students enrolled in an undergraduate program offered through the Center for External Studies may be eligible for the Ashford University Military Tuition Grant. *Eligible students include Active Duty, National Guard, Reserves, Department of Defense employees, spouses of Active Duty, National Guard, Reserves, and dependents who are eligible for survivor benefits[8/7/09].* To receive the Ashford University Military Tuition Grant, students must provide the University with an approved *TA Authorization* form or valid Military ID card. Grants are applicable to courses for which tuition is in excess of \$250 per credit hour. For courses with tuition of \$372[4/1/10] per credit hour, the grant is \$122[4/1/10] per credit hour. In addition,

this grant also covers the full \$990 Technology Services Fee. Tuition grants are only applied to an eligible student's account upon receipt of an approved *TA Authorization* form or valid Military ID card.

Page 45

Corrections, Published 8/7/09 and 10/30/09

Book Benefits for Eligible Military

Books, including standard shipping costs, required for an eligible student's program of study and purchased through Ashford University's bookstore or textbook partner will be covered by Ashford University. Students enrolled in undergraduate or graduate level programs who meet one of the criteria below may certify their eligibility to receive this benefit.

Eligible Military Status:

- Active Duty
- National Guard
- Reserves
- Veterans/Retired (eligible for VA education benefits)
- Spouse of Active Duty/Nat Guard/Reserve
- Department of Defense Employee
- *Spouse/dependent utilizing VA education benefits[8/7/09]*

Students taking a break of greater than 29 days in enrollment will be asked to recertify eligibility for book benefits and/or military tuition grant by faxing a copy of their military ID card indicating a future expiration date or other appropriate verification. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.[10/30/09]*

Page 45

Addition, Effective 11/5/09

Loan Disbursement Information

The first disbursement will be delivered on or after the start date of the course, depending upon completion of the financial aid paperwork.

Financial/Financial Aid Implications for Residents of

Tennessee: Financial aid may be certified but will not be disbursed until proof of graduation from high school has been received by Ashford University. Students choosing the "financial aid" payment option will have their first disbursement of financial aid delayed until their eleventh week of attendance to allow their proof of graduation from high school to be received. Students whose proof of graduation from high school is not received by the eleventh week will:

- a) be placed on finance hold and unscheduled from future courses until proof of graduation from high school requirements are satisfied and financial aid is certified, or
- b) pay cash to bring their account current and for all courses they take until proof of graduation from high school requirements have been received and financial aid has been disbursed.

The second disbursement will be delivered once a student has successfully completed at least 12 undergraduate level credits.

Page 47

Addition, Effective 12/3/09

Georgia State Refund Policy

The Georgia State Refund Policy applies to residents of Georgia when students drop or are administratively dropped from a course or the institution.

Nonterm-Based Online Undergraduate and Graduate Programs

If Student Drops or Withdraws	Refund Percentage
On or before the first day of class	100%
After the first day of class but before the end of the first 5% of instructional time	100%
Between the end of the first 5% and 10% of instructional time	100%
Between the end of the first 10% and 25% of instructional time	100%
Between the end of the first 25% and 50% of instructional time	50%
After the first 50% of instructional time	0%

Page 48

Correction, Published 8/7/09

Ashford University Alumni Tuition Grant

Application fees are waived for the students who have graduated from an Ashford University degree program and wish to apply for another degree.

Associate's to Bachelor's: Students who graduate from an Ashford University Associate's degree program and enroll in an Ashford University Bachelor's degree program are eligible for an Alumni Tuition Grant. To be eligible for the grant, students must successfully complete four attempted courses after matriculation into a Bachelor's degree program. The tuition grant will then be applied to the student's account in the amount of tuition charged for the fifth attempted course. *The technology fee is considered a one-time fee for Ashford University undergraduates and will be waived for Associate's graduates enrolling in a Bachelor's degree program.*

Page 62

Correction, Published 8/7/09

Communication Competency (9 credits)

Students have the option of using a passing score on a CLEP examination to fulfill the English Composition I *and* Composition II requirement. Campus students may also fulfill the Composition II requirement by earning a passing score on an Ashford English Department examination. Campus students may also satisfy the speech requirement by earning a passing score on an Ashford University speech examination or through a portfolio demonstrating a range of public speaking experiences.

Page 66

Addition, Effective 8/21/09

Addition, Effective 2/26/10

Multicultural Perspectives

One multicultural perspectives course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ELL 240 Linguistically & Culturally Diverse Learners (3 credits) [2/26/10]
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)

[Additional policy language and courses follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy and course information.]

Page 68

Deletion, Published 11/6/09

Revision, Published 2/26/10

Non-Degree Seeking Students

Students who wish to take a limited number of courses and do not wish to be enrolled in a degree program at Ashford University may enroll as non-degree seeking students (non-degree students or non-matriculated students) by completing an application for admission. Non-degree seeking students pay the standard tuition rate and are ineligible for financial aid. Credit is granted when courses are successfully completed and all earned grades are recorded.

Applicants seeking to enroll in one or more courses as a non-degree seeking student are required 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. *Admission requirements for enrolling in coursework as a non-degree seeking student are outlined specifically in each degree-level section of this Catalog.* [2/26/10]

Registering as a non-degree seeking student in no way guarantees or implies admission to an Ashford University degree program. Non-degree seeking students planning to formally apply for admission to a degree program should have their intended course selections reviewed by their Academic Advisors to determine relevance and potential applicability to the program. Students who wish to apply non-degree seeking coursework to an undergraduate or graduate-level degree program at Ashford University may apply up to 12 credits, unless otherwise approved by the Dean of the College.

Individuals who previously have been denied regular admission, or those who have been dismissed or disqualified from Ashford University must petition the Vice President of Academic Affairs for on-campus courses or the Registrar's Office for online courses, to register as a non-degree seeking student. [2/26/10] Graduates of Ashford University are

generally permitted to register for continued coursework as non-degree seeking students.

The number of non-degree seeking students in any class may be limited. Ashford University reserves the right to limit courses for which a non-degree seeking student may register, as well as to assess the suitability of a non-degree seeking student for any course.

Note: Non-degree seeking students are not eligible to take courses offered in the Associate of Arts in Business degree program. [11/6/09]

Page 68

Correction, Published 8/21/09

Major/Minor Overlap Exceptions

The following major/minors combinations are approved exceptions to the 50% rule:

Major

Public Relations & Marketing

Minor

Marketing *Communications*

Page 69

Correction, Effective date 1/1/10

Completion of Additional Majors

Students who wish to pursue an additional major at the undergraduate level may do so by successfully fulfilling the requirements for that major. *Students must complete a minimum of twenty-four (24) credits that are unique to each major.* Coursework in the additional major must be completed within the normal timeframe for the degree. If a baccalaureate degree has already been awarded from Ashford, coursework must commence before a period of five (5) years has elapsed from the date the B.A. or B.S. degree was granted. The student's transcript will reflect completion of the additional major upon completion of all the required coursework.

Page 69

Addition, Published 1/22/10

Capstone Courses

Most Bachelor's and graduate degree programs require students to successfully complete a capstone course. Capstone courses are designed as a comprehensive method for students to demonstrate achievement and understanding of their program learning outcomes. Students will be scheduled for their capstone course as the final course requirement to complete their degree with the exception of those pursuing an undergraduate specialization.

Page 70

Correction, Published 8/21/09

Grading System and Grade Points

WF = Withdrawn Fail, issued when a student drops or is administratively dropped from a course after 75% of the total instructional time has elapsed, *based on the last date of attendance.* Credits are marked as attempted and grade points are equivalent to an "F" grade.

Page 70

Addition, Published 8/7/09

Incomplete Grades Policy

The student has up to 30 days, based on instructor discretion, from the last day of the course to finish his or her coursework, unless an extension is otherwise approved by the Dean of the appropriate College. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course. *Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next term until the I grade is successfully completed.*

Pages 71, 141, 190 (list of course lengths vary by sections; edits to narrative are the same)

Correction, Published 8/7/09

Course Drop

Students who officially drop from a course or courses during the add/drop period *as defined by the drop deadlines* below will have that course removed from their academic transcripts.

Drop Deadlines:

16-week course = Week 2

6-week course = Week 1

5-week course = Week 1

3-week course = Day 3

Students who officially drop or are administratively dropped from a course after *the drop deadline* and prior to the last 75% of the total instructional weeks of attendance will receive a “W” in the course.

Last Week to Drop with a Grade of W:

16-week course = Week 12

6-week course = Week 5

5-week course = Week 4

3-week course = Day 16

Students who officially drop or are administratively dropped from a course after 75% of the total instructional time will receive a grade of “WF” in the course.

Please note that course drop dates are based on a student’s last date of attendance in the course.

Page 71

Addition, Published 11/20/09

Re-Admission of Students After Military Service

Ashford University does not deny readmission to a service member of the uniformed services for reasons relating to that service. Students who meet the criteria outlined below will be readmitted with the same academic status as the student had when he or she last attended Ashford University. An affected service member is any individual who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has the obligation to perform, service in the uniformed services. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, including service as a member of the

National Guard or Reserve, for a period of more than 30 days under a call or order to active duty of more than 30 days.

Any student whose absence from Ashford University is necessitated by reason of service in the uniformed services is entitled to readmission if all of the following apply:

- the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to Ashford University;
- the cumulative length of the absence and of all previous absences from Ashford University by reason of service in the uniformed services does not exceed five years; and
- except as otherwise provided in this section, the student submits a notification of intent to reenroll at Ashford University.

However, no advance notice by the student is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

In addition, any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to Ashford University may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Ashford University that the student performed service in the uniformed services that necessitated the student’s absence from the Ashford University.

When determining the cumulative length of the student’s absence for service, the period of service does not include any service:

- that is required, beyond five years, to complete an initial period of obligated service;
- during which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and the inability to obtain those orders was through no fault of the student; or
- performed by a member of the Armed Forces (including the National Guard and Reserves) who is:
 - ordered to or retained on active duty under section 688, 12301(a), 12301(g), 12302, 12304, or 12305 of Title 10, U.S.C., or under section 331, 332, 359, 360, 367, or 712 of Title 14, U.S.C.;
 - ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress;
 - ordered to active duty (other than for training) in support of an operational mission for which personnel have been ordered to active duty under section 12304 of Title 10, U.S.C.;

- ordered to active duty in support of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or
- called into Federal service as a member of the National Guard under chapter 15 of Title 10, U.S.C., or section 12406 of Title 10, U.S.C.

An affected service member must, upon the completion of a period of service in the uniformed services, notify Ashford University of his or her intent to return to Ashford University not later than three years after the completion of the period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify Ashford University of his or her intent to return to Ashford University not later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission to Ashford University, but is subject to Ashford University's established leave of absence policy and general practices.

A student who submits an application for readmission to Ashford University must provide to Ashford University documentation to establish that

- the student has not exceeded the specified service limitations; and
- the student's eligibility for readmission has not been terminated.

Ashford University may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

A student's eligibility for readmission to Ashford University under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

- a separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge;
- a dismissal of such person permitted under section 1161(a) of Title 10, U.S.C.; or
- a dropping of such person from the rolls pursuant to section 1161(b) of Title 10, U.S.C.

Page 77

Revision, Published 1/22/10

Traditional Undergraduate Program Admission Requirements

Documentation Required:

- Final official high school transcript indicating an earned regular high school diploma, GED, or documentation that the applicant has completed secondary school through home schooling, as defined by state law, *prior to the start of the first course at Ashford University*. 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;

Page 79

Addition, Published 2/26/10

Non-Degree Seeking Student General Admission Requirements (On-Campus Traditional)

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. Applicants under the age of 18 must have all legal documents signed by a parent or a legal guardian. Students who are enrolled at Ashford University under the conditions of an F-1 Student Visa may not register as non-degree seeking. Please see additional policies for non-degree seeking students in the *Classification of Students* section of the Catalog.

Students seeking to enroll in undergraduate coursework as a non-degree seeking student must meet the following requirements prior to the start of the first course at Ashford University:

1. Submit final official or unofficial high school transcript indicating an earned regular high school diploma, GED, or documentation that the applicant has 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. 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;*
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 the ability to study in English indicated by one of the following:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
 - b. Received a GED that was taken in English;
 - c. A minimum of 30 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
 - d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

*Note: Applicants who are enrolled in high school may be exempted from this requirement by submitting with their application materials a letter of recommendation from their high school guidance counselor or equivalent administrator endorsing their ability to perform successfully in college level coursework.

Pages 78, 145, 150-151

Correction, Published 8/21/09

Requirements for Full Admission

Documentation Required:

- The ability to study in English proven by one of the following methods:
 - Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of *500 paper-based or 61 Internet-based* is required; or

Page 80

Addition, Effective date 1/1/10

Transfer Credits

- 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 and competency requirements of a Bachelor's program if one of the two conditions below is satisfied:
 - The student meets the general education requirements for Bachelor of Arts degrees offered through state universities in which the college granting the Associate degree resides; OR
 - The transfer credits 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.

- A maximum of 9 credits with a "D" grade are transferrable as long as the student's cumulative overall GPA is 2.0 or above. "D" credits cannot be applied toward the major or toward General Education competencies.

Page 86

Addition, Published 9/25/09

On-Campus Traditional Satisfactory

Academic Progress (SAP) Requirements

Satisfactory Academic Progress Review and Evaluation

Reviews will take place at the end of each semester (including summer) in traditional semester-based programs.

Undergraduate students will be evaluated against the GPA and 67% requirement for satisfactory academic progress at the conclusion of every 12 attempted credits at Ashford University. *Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next semester until the I grade is successfully completed.*

Pages 140, 186

Deletion, Published 2/26/10

System Requirements

- Web Browser: *Firefox, Netscape 6 or higher, Internet Explorer 5.5 or higher, Safari;*

Pages 140, 186

Revision, Effective 10/1/09

Deletion, Published 2/26/10

Additional Technology System Requirements for Use of Ebooks

The following additional platform and hardware requirement apply when using ebooks:

- Platforms: *Mac OS X 10.4 or higher, Windows XP with service pack 2 or higher, or Vista;*
- Hardware: *512 Mb RAM, CD-ROM, 1 GHz processor, and 1 Gb free disk space; 1024x768 screen resolution or larger;*
- Productivity Software: Microsoft Word, PowerPoint, Excel, and Adobe Acrobat;
- Web Browser: *Firefox, Netscape 6 or higher, Internet Explorer 5.5 or higher, Safari;*
- Networking: *56k dialup modem, DSL, or Cable modem;*
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail or similar.

Page 141

Addition, Published 10/30/09

Official Program Withdrawal

Students who are dropped for not meeting attendance requirements and do not attend class within 29 days of their last date of attendance will be administratively withdrawn. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

Pages 142-143

Correction, Published 8/21/09

General Transfer Credit Provisions and Limitations

A quarter credit hour taken in transfer will be equated to two-thirds of a semester hour. When quarter credits are used as equivalencies to General Education requirements, the difference in required credits must be earned through completion of coursework necessary to achieve the total required credits for graduation. For example: A 3-quarter-credit course may be accepted as meeting General Education core or competency requirements but will equate to 2.00 credits. Therefore, one additional credit of coursework will be needed to meet the *General Education* graduation requirement. A minimum of 5 quarter credits in Natural Science is required to meet the Physical World requirement.

[Additional policy language follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Pages 144, 150, 185

Correction, Published 8/21/09

There is an annual two-week Winter break when courses are not scheduled. The Winter break for 2009-2010 occurs from December 22, 2009 to January 4, 2010.

Page 144

Addition, Published 1/22/10

Admission Requirements for the Associate of Arts Degree

Students seeking admission to an Associate's program in the Center of External Studies must meet the following admission requirements prior to the start of the first course at Ashford University:

Page 144

Revision, Published 9/25/09

Addition, Effective date 1/1/10

Prior Learning Assessment (PLA)

Note: Prior Learning Assessment applies to students pursuing Associate of Arts in Business and baccalaureate degrees. It does not apply to students pursuing a Master's degree or non-degree seeking students. To be eligible for PLA, Associate of Arts in Business students must be fully admitted, *complete ENG 121 or equivalent*, [9/25/09] and successfully complete EXP 105. Bachelor's degree students must be fully admitted, *satisfy the English proficiency requirement*, [1/1/10] and successfully complete PSY 202. Please read the nontraditional credit provisions and limitations for more information in this section of the Catalog.

[Additional policy language precedes the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Pages 145, 151

Addition, Published 10/16/09

Full Admission Status Requirements (Associate and Bachelor's)

The following provisions must be met prior to the conclusion of four (4) attempted Ashford University courses. To begin the fifth (5th) Ashford University course, students must complete all the requirements outlined below and pay all required tuition, fees, and applicable taxes due to Ashford University. Students who do not meet all requirements are disqualified and withdrawn from the program at the conclusion of the fourth (4th) attempted Ashford University course.

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

Pages 145, 151

Addition, Published 11/6/09

Additional Admission Requirements for Residents of Tennessee

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

- official copy of the high school transcript indicating graduation
- notation on transcript from another college indicating graduation from high school for transfer students
- official documentation of earned GED

Transfer students with 60 or more transferable college credits, as per Ashford University admission policy, are exempt from the requirement to provide proof of high school graduation.

Proof of graduation is required prior to disbursement of any financial aid. See *Financial/Financial Aid Implications for Residents of Tennessee* under *Loan Disbursement Information in the Financial Aid Specific to the Center for External Studies Undergraduate Programs* section of this *Catalog* for more information concerning financial aid and payment requirements for Tennessee residents.

Pages 146, 152

Addition, Published 2/26/10

Non-Degree Seeking Student General Admission Requirements (Associate & Bachelor Degree Levels)

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. Applicants under the age of 18 must have all legal documents signed by a parent or a legal guardian, including the signature page for the online application. Please see additional policies for non-degree seeking students in the *Classification of Students* section of the Catalog.

Students seeking to enroll in undergraduate coursework as a non-degree seeking student must meet the following requirements prior to the start of the first course at Ashford University:

1. Have a regular high-school diploma earned through college preparatory or regular high school courses or GED equivalency recognized by the Department of Education of the state in which it was earned, 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. 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. If no high school degree was earned, applicants may be admitted with a minimum of 60 transferable credits from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies.*
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;
4. Have the ability to study in English indicated by one of the following:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
 - b. Received a GED that was taken in English;

- c. A minimum of 30 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
- d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

*Note: Applicants who are enrolled in high school may be exempted from this requirement by submitting with their application materials a letter of recommendation from their high school guidance counselor or equivalent administrator endorsing their ability to perform successfully in college level coursework.

Page 146

Correction, Published 8/7/09

Addition, Effective date 1/1/10

Transfer Credit and Nontraditional Credit Provisions and Limitations

- A maximum of 43 credits of combined nontraditional learning and transfer credits may be accepted and applied towards the 61 credits required for the Associate of Arts degree.
- Prior learning assessment (PLA) can be applied to the Associate of Arts program on a course match basis. Associate of Arts student must complete EXP 105 and complete ENG 121 or equivalent[1/1/10] before they can apply for PLA. PLA cannot be used to waive EXP 105 or the Capstone course.

Page 147

Correction, Effective for course starting on 11/24/09 and after

Associate of Arts Online Course Attendance Policy

Students taking online classes are expected to attend each week. Students are *expected* to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. *Failure to complete the introductory posting on the first day of each course may result in a grade deduction on this assignment.* Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements. *All recorded time stamps for assignment submissions, discussion board posts and attendance records will reflect Mountain Standard Time Zone.*

Students who are dropped for not meeting attendance requirements and do not attend class within 29 days of their last date of attendance will be administratively withdrawn. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

[Additional policy language follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Pages 147, 156, 189

Additions, Published 11/20/09

Leave of Absence Policy

Students may request a leave of absence for more than 90 days if the 90th day falls on a scheduled University break, the student intends to return to the next available course after the scheduled University break, and the total number of days on leave of absence does not exceed 180 calendar days within a twelve month period.

Students are encouraged to submit requests as soon as possible to allow the University to process the request. Incomplete requests or requests submitted greater than 29 days after the last date of attendance will not be approved. Students who do not return from an approved LOA or who have a request that is not approved will be withdrawn from the University as of their last date of documented attendance.

Pages 147, 156

Addition, Published 10/30/09

Non-Term-Based Program Measures

- Full-Time Enrollment = Students who remain continuously enrolled, including breaks of 29 days or less, in non-term-based programs are classified as full-time. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

Pages 148, 156

Addition, Published 9/25/09

Satisfactory Academic Progress (SAP)

Requirements for Associate's/Bachelor's

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress is reviewed in twelve (12) credit increments. Students will be evaluated against both qualitative and quantitative standards at the conclusion of every twelve (12) attempted credits. *Students who are on enrollment probation or SAP probation and have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to their next course until the I grade is successfully completed.*

Pages 148, 157

Correction, Published 1/14/10

Appeal of Academic Dismissal

In rare circumstances, students who have been dismissed from the University *after a second term* probation for failure to meet satisfactory academic progress requirements may be re-admitted after one or more years have elapsed since their last date of attendance. Students must appeal to the Registrar for re-admission and must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during the period of absence.

Page 150

Revision, Published 11/20/09

Associate of Arts in Business Graduation Requirements

To be eligible for an Associate of Arts in Business degree, a student must successfully accomplish the following:

- Completion of all program/course requirements;
- Completion of a minimum of 61 credits that are 100-level or higher. Additional prerequisite courses may be required;
- Minimum cumulative grade point average of 2.00; and
- At least 18 credits earned toward the Associate of Arts degree must be completed at Ashford University.

Note: degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Page 150

Revision, Published 1/22/10

Admission Requirements for Bachelor's Degrees

Students seeking admission to a Bachelor's program in the Center of External Studies must meet the following admission requirements prior to the start of the first course at Ashford University:

Page 153

Deletion, Published 12/31/09

Transfer Credit and Nontraditional Credit Provisions and Limitations

• Credits earned in a regionally accredited Associate of Arts degree where the student earned a 2.0 cumulative GPA or higher are accepted as fulfilling all the General Education and competency requirements of a Bachelor's program in the Center for External Studies.

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

• In addition, Associate of Science (AS) degrees accepted as meeting the general education requirements for Bachelor of Arts degrees offered through state universities in which the college granting the AS degree resides, will be accepted by Ashford as fulfilling all the General Education and competency requirements in Bachelor's programs offered at Ashford University.

• Recipients and applicants with nationally accredited AA or AS degrees with a 2.0 cumulative GPA or higher will be evaluated on a case-by-case basis to determine if the degree is accepted as fulfilling all the General Education and competency requirements of the Center for External Studies.

Page 153

Addition, Effective date 1/1/10

Transfer Credit and Nontraditional Credit Provisions and Limitations

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 and competency requirements of a Bachelor's program if one of the two conditions below is satisfied:

- The student meets the General Education requirements for Bachelor of Arts degrees offered

through state universities in which the college granting the Associate degree resides; OR

- The transfer credits 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.

Page 153

Correction, Published 12/11/09

English Proficiency

Note: Due to the nature of the Ashford University curriculum, ENG 121 and ENG 122 are not considered duplicative of transfer courses. Students who have completed comparable or more advanced English courses but require ENG 121 and ENG 122 to satisfy proficiency will have the credits applied toward *Communications I and II* or Electives credit deficiencies.

Pages 153-154

Addition, Published 9/25/09

Bachelor's Program Course Sequencing

Program Change from Associate's to Bachelor's

Students enrolled in the Associate's program who change programs to the Bachelor's level must have successfully completed 12 credits at the Associate's level, including EXP 105, in order to be waived from PSY 202.

Page 155

Addition, Published 10/30/09

Enrollment Status

Students who remain continuously enrolled, including breaks of 29 days or less, in non-term-based programs are classified as full-time. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

Page 155

Correction, Effective for course starting on 11/24/09 and after

Online Bachelor's Program Attendance Policy

Students taking online classes are expected to attend each week. Students are *expected* to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. *Failure to complete the introductory posting on the first day of each course may result in a grade deduction on this assignment.* Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements. *All recorded time stamps for assignment submissions, discussion board posts and attendance records will reflect Mountain Standard Time Zone.*

Students who are dropped for not meeting attendance requirements and do not attend class within 29 days of their last date of attendance will be administratively withdrawn. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual*

winter break, the break may extend the 29 day limit to include the break.

[Additional policy language follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Page 155

Correction, Published 9/25/09

Applying Coursework Taken at Bachelor's Level to Ashford University Master's Programs

Students who graduate from an Ashford University Bachelor's program may apply up to six (6) applicable Master's level credits earned as part of their Bachelor's program to an Ashford University Master's program. In order to be applied toward completion of an Ashford University Master's program, courses taken at the Bachelor's level must be applicable to the specific Ashford University Master's program in which the student enrolls.

Students are encouraged to complete the graduate level course with a "B" or higher. Grades earned in Master's level courses completed as part of an undergraduate program will be calculated into the graduate level cumulative grade point average (CGPA).

[Additional policy language follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Page 159

Revision, Published 11/20/09

Bachelor of Arts Graduation Requirements

To be eligible for a Bachelor's degree, a student must successfully accomplish the following:

- Completion of the General Education requirements, including competencies;
- Completion of a minimum of 120 total credits, including a minimum of 30 credits of upper-division courses and 18 credits of upper-division coursework in the major;
- Completion of all required major, minor, and specialization course requirements;
- Minimum cumulative grade point average of 2.00 in all major, minor, specialization, and total coursework taken at the University; and
- Minimum of 21 credits earned toward a Bachelor's degree must be completed at the University as a matriculated student (residency requirement).

Note: degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Page 175

Correction, Published 2/26/10

Education Concentration Fee

In addition to all other tuition and fees applicable to students in the Bachelor of Arts in Social Science with a Concentration in Education program, an Education Concentration Fee of \$140.00 is charged when students have earned 90 credits toward their degree or are approved to enroll in their first

Education concentration course prior to earning 90 credits. This fee covers additional costs associated with administrative functions and program management inherent in the facilitation of Education concentrations.

Page 186

Correction, Published 8/21/09

Graduate Studies General Admission Requirements

The ability to study in English proven by one of the following methods:

- d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 550 paper-based and 79 Internet-based is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.

Page 186

Correction, Published 8/21/09

Addition, Published 12/11/09

Graduate Studies—Full Admission Status Requirements

- Submission of an official transcript from the regionally accredited or approved nationally accredited institution that awarded the baccalaureate degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University.

Page 187

Addition, Published 2/26/10

Non-Degree Seeking Student General Admission Requirements (Graduate Degree Level)

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 in the *Classification of Students* section of the Catalog.

Students seeking to enroll in graduate-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 baccalaureate degree indicating a minimum GPA of 2.0 with a degree conferral date prior to the start of the first course at Ashford University
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*;
4. Have the ability to study in English indicated by one of the following:

- a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
- b. Received a GED that was taken in English;
- c. A minimum of 30 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
- d. Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 550 paper-based or 79 Internet-based is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Page 189

Correction, Effective for course starting on 11/17/09 and after
Graduate Program Online Course Attendance Policy
 Students taking classes in an accelerated format are expected to attend each week. Students are *expected* to log in to each online course by Tuesday during the week in which the course officially begins and to complete the initial introductory postings required in the course. *Failure to complete the introductory posting on the first day of each course may result in a grade deduction on this assignment.* Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements. *All recorded time stamps for assignment submissions, discussion board posts and attendance records will reflect Mountain Standard Time Zone.*

Students who are dropped for not meeting attendance requirements and do not attend class within 29 days of their last date of attendance will be administratively withdrawn. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

[Additional policy language follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Page 189

Correction, Published 8/7/09

Graduate Program ASPIRE Course Attendance Policy

Students taking classes in an accelerated format are expected to attend each class session. Students who fail to meet the attendance requirement in one week of the course will be given an absence for that week. Students should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor. Students who fail to meet the attendance requirements for a second week in the course will be *administratively* dropped from the course retroactive to the last date of recorded attendance. The course must then be repeated.

Students who are dropped for not meeting attendance requirements and do not attend class within 29 days of their last date of attendance will be administratively withdrawn. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

[Additional policy language follows the paragraph referenced above. Please refer to the Ashford University Catalog 2009-10 for comprehensive policy information.]

Page 190

Addition, Published 10/30/09

Official Program Withdrawal

Students who are dropped for not meeting attendance requirements and do not attend class within 29 days of their last date of attendance will be administratively withdrawn. *The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 29 day limit to include the break.*

Page 191

Addition, Published 9/25/09

Satisfactory Academic Progress (SAP)

Requirements for Graduate

Satisfactory Academic Progress Review and Evaluation

Satisfactory academic progress is reviewed in nine (9) credit increments. Students will be evaluated against both qualitative and quantitative standards at the conclusion of every nine (9) attempted credits. *Students who are on enrollment probation or SAP probation and have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to their next course until the I grade is successfully completed.*

Page 193

Revision, Published 11/20/09

Master of Arts in Education Graduation Requirements

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

- The approved program consisting of 36-39 credits; and
- A minimum cumulative GPA of 3.00.

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

Note: Successful completion and graduation from the Master of Arts in Education is not intended to lead to certification or licensure in any state. It is the student's responsibility to determine any individual state's certification or licensure requirements. Ashford University does not represent that this program meets certification or licensure requirements in any state. Degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Page 194

Revision, Published 11/20/09

Master of Arts in Health Care Administration Graduation Requirements

To be eligible for the Master of Arts in Health Care

Administration degree, a student must successfully complete the following:

- The approved program consisting of 36 credits; and
- A minimum cumulative GPA of 3.00.

The degree will be noted on the transcript as a Master of Arts in Health Care Administration.

Note: Students should understand that this program is not intended to prepare students for professional licensure or certification in any field. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements for that licensure prior to enrollment. Degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

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Revision, Published 11/20/09

Master of Arts in Organizational Management Graduation Requirements

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

- The approved program consisting of 33 credits; and
- A minimum cumulative GPA of 3.00.

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

Note: degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

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Revision, Published 11/20/09

Master of Arts in Teaching and Learning with Technology Graduation Requirements

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

- The approved program consisting of 30 credits; and
- A minimum cumulative GPA of 3.00.

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

Note: degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

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Revision, Published 11/20/09

Master of Business Administration Graduation Requirements

To be eligible for the Master of Business Administration degree, a student must successfully complete the following:

- The approved program consisting of 33 credits; and
- A minimum cumulative GPA of 3.00.

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

Note: degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

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Revision, Published 11/20/09

Master of Public Administration Graduation Requirements

To be eligible for the Master of Public Administration degree, a student must successfully complete the following:

- The approved program consisting of 33 credits; and
- A minimum cumulative GPA of 3.00.

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

Note: degree conferral is contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

Page 242

Deletion, Published 12/11/09

Course Descriptions, Public Administration

Remove the prerequisite course for PPA 603, Government Budgeting.