sity Commission of the Western Association of Schools and Colleges.

Course – a learning experience of defined scope and duration, with intended learning outcomes, as described in a catalog, bulletin, or syllabus.

CPR – see "Capacity and Preparatory Review."

C-RAC – see "Council of Regional Accrediting Commissions."

Credential – 1. a certificate stating that the student has graduated from a particular curriculum, has passed certain subjects, or demonstrated mastery of a specific set of skills; 2. a statement signed by a proper authority certifying that a person is authorized to perform certain functions or has been designated as an official representative.

Credit, unit of; credit hour – a commonly accepted quantification of student academic learning. One semester unit represents the time a student is expected to devote to learning in one week of full-time undergraduate study (typically two to three hours of preparation for each hour of class, or the equivalent, for a full-time course load of 14 to 16 units per semester). At the graduate level, typically, more than three hours of study for every hour in class is expected. Institutions using other academic calendars generally calculate units of credit relative to semester units. For example, one (15-week) semester unit may be equated to 1.5 (10-week) quarter units.

Criterion – a characteristic mark or trait on the basis of which a judgment may be made. Criteria for good writing, for example, may be the ability to state a position clearly, support the position, anticipate contradictory arguments, and do so in error-free language.

Criterion for Review (CFR) – as used by WASC, a Criterion for Review (CFR) is a statement in relation to which an institution is reviewed. Criteria for review are more specific than the four Standards of Accreditation and are intended to define and explain the Standards. Substantial compliance with both the Standards and Criteria for Review is required by state and federal laws for accreditation. CFRs also provide guidance to institutions and form the basis for Commission decisions about an institution's accreditation status.

Criterion-referenced – testing or assessment in which student performance is judged in relation to pre-established standards and not in relation to the performance of other students. See also "norm-referenced."

Critical thinking – the ability to think in a way that is clear, reasoned, reflective, informed by evi-

dence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.

CSEQ – see "College Student Experiences Questionnaire."

Culture of evidence – a habit of using evidence in assessment, decision making, planning, resource allocation, and other institutional processes that is embedded in and characteristic of an institution's actions and practices.

Curriculum map – a visual representation, usually in the form of a table or matrix, that shows the alignment of course outcomes with program learning outcomes. Well-crafted curriculum maps also show development of proficiency levels, for example using terminology such as "beginning," "intermediate," and "advanced" or "introduced," "developed," and "mastered."


D

Data exhibits – see "Exhibits."

Default rate – rate at which students of a given institution fail to pay back student loans on schedule. A high default rate can disqualify the institution from awarding federal student loan funds.

Defer action – deferral is not a final decision; it authorizes time for the institution to correct specified deficiencies, provide additional information, or make progress in defined areas before a decision can be made regarding reaccreditation. Deferrals are granted for a maximum period of one year.

Degree Qualifications Profile (DQP) – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree.

Degrees, B.A., B.S. – bachelor's or baccalaureate degrees. An undergraduate degree normally represents about four years (typically at least 120 semester or 180 quarter units) of full-time college study or its equivalent in depth and quality of learning. The B.S. usually involves a higher proportion of science and mathematics courses, whereas the B.A. has a more liberal arts orientation, although these distinctions are not always present. The B.M. is an undergraduate music degree that combines applied and liberal arts education.

Degrees, M.A., M.S. – master's degrees. A first graduate degree normally represents at least one year of post-baccalaureate study (typically at least 30 semester or 45 quarter units) or its equivalent in depth and quality. The distinctions between M.A. and M.S. are similar to those between B.A.
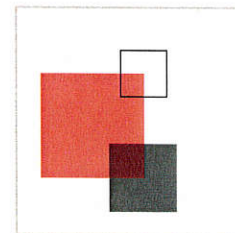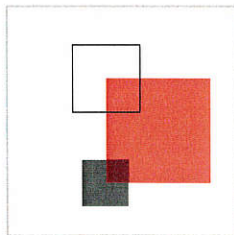
and B.S. Some M.A. and M.S. degrees may be continuations at a higher level of undergraduate work. Others emphasize research that leads to a thesis and prepares the student for doctoral work.

Degrees, M.B.A., M.Ed., M.M., M.P.H., etc. – professional degrees at the master's level requiring up to two years of full-time study.

Degrees, M.D., Ed.D., J.D., etc. – doctoral degrees with emphasis on professional knowledge and practice normally requiring three or more years of postgraduate work.

Degree, Ph.D. – Doctor of Philosophy. The standard research-oriented degree that indicates the recipient has done, and is prepared to do, original research. The Ph.D. usually requires three years or more of postgraduate work, including original research and a dissertation.

Descriptive data – data that describe the student body (e.g., SAT or ACT scores, high school GPA, class rank, age, socioeconomic status, full- or part-time status, financial aid status, credits earned) as well as data about the institution (e.g., enrollment, assets, graduation rates, loan default rates).

DFWI – refers to courses with high rates of grades of "D" or "F," withdrawals, and incompletes for the students who enroll. Frequently associated with "gatekeeper" courses required for admission to a specific major, and "bottleneck" courses that impede students' progress to higher levels of study and degree completion. DFWI courses signal areas that can be studied to improve student success.

Direct assessment – 1. A way of gauging the quality of student learning by examining student work products and performances directly, rather than relying on surrogates, e.g., grades, credit hours, "seat time"; 2. A means by which institutions may award federal aid to students enrolled in competency-based programs. Authority for institutions to do so has existed under the Higher Education Act since 2005 but is assuming greater salience with the emergence of alternative educational models.

Direct method – in assessment of student learning, a way of gathering evidence of learning directly, e.g., through scoring of actual student work or performances, rather than indirectly, e.g., through self-reports, surveys, etc. Direct evidence can be supplemented by indirect evidence and descriptive data. See "indirect method."

Disaggregation – a process of breaking out aggregate data according to specific criteria in order to reveal patterns, trends, and other information. Data such as retention and graduation rates are commonly disaggregated according to demographic characteris-tics such as race/ethnicity and gender. Other potentially relevant criteria include age, full- or part-time status, transfer status, and Pell Grant status. Data from assessment of student learning can be disaggregated to derive information about the needs of different subgroups and ways to improve their performance.

Distinctiveness – the identity or "brand" that sets one institution apart from others, usually expressed through the institution's mission, values, and traditions. Institutions' distinctiveness can be expressed in terms of learning outcomes that make a graduate recognizable and different from graduates of other institutions. Students' levels of performance can be contextualized in relation to institutional distinctiveness. See also "context," "mission."

Diversity – the representation and recognition of people of different backgrounds and points of view in the various constituencies of a college or university, e.g., student body, faculty, staff, and governing board.

D.O.E. – See "U.S.D.E."

Domain – in assessment of student learning, an area of knowledge, skill, or disposition to be assessed. Sometimes described as cognitive, skill, and affective domains. Common domains are college readiness skills, college-level intellectual skills, general education, the major, the minor, co-curricular learning, and outcomes related to institutional distinctiveness.

DQP – see "Degree Qualifications Profile."

___

E

Educational effectiveness (EE) – producing the intended learning results in an educational endeavor. As used by WASC, educational effectiveness includes clear and appropriate educational outcomes and objectives; and alignment at the institutional and program level of resources and processes, including assessment, to ensure delivery of programs and learner accomplishments at a level of performance appropriate to the degree or certificate awarded. At the institutional level, findings about learning are integrated into planning, budgeting, and decision making.

Educational Effectiveness Framework (EEF) – a rubric-like matrix used by WASC evaluation teams to rate institutions as "initial," "emerging," "developed," or "highly developed" in the areas of student learning, the teaching/learning environment, and institutional learning, as well as holistically. Institutions frequently use the matrix for self-assessment.

Educational Effectiveness Review (EER) – the third step in the institutional review process introduced by WASC in 2001 and still required for institutions seeking candidacy. The three-step process may also be mandated for other institutions under

ASH1489

special circumstances. Review focuses on the effectiveness of institutional infrastructure, e.g. how well resources and processes are used to produce good results in such areas as finance, curriculum development, planning, and especially student learning. See "Proposal," "Capacity and Preparatory Review."

Educational Testing Service (ETS) – producer of standardized, commercial tests used in college admissions (e.g. Scholastic Aptitude Test or SAT), for placement, to test learning in majors and English language competence, and other purposes.

Educator – an individual who supports students in becoming educated. In the WASC context, refers to staff at institutions of higher education who may not be designated as faculty but contribute to students' learning, e.g., librarians, student affairs and student services personnel, advisors, counselors, tutors.

EE – see "educational effectiveness."

EEF – see "Educational Effectiveness Framework."

EER – see "Educational Effectiveness Review."

Eligibility – a status conferred on non-WASC-accredited institutions after committee review; signifies the institution meets basic criteria and in the judgment of the committee has the potential to meet WASC Standards at a minimum level and thus progress to candidacy.

Eligibility Review Committee (ERC) – a standing committee of WASC that conducts reviews of the applications received from institutions seeking WASC accreditation to determine whether the institution has the potential to meet the Standards and other requirements.

Embedded assessment – a minimally intrusive and efficient method of collecting evidence of learning using the work or performances that students produce in response to course assignments.

ERC – see "Eligibility Review Committee."

ETS – see "Educational Testing Service."

Evaluation – a process for measuring and judging the quality of performance of an institution, a program, a process, or individuals, e.g., instructors, administrators. While assessment of student learning and evaluation processes are related, they do differ and it is best not to use the terms interchangeably.

Exhibits – the required data, documents, and other items that are included as part of the institutional report and are reviewed for reaffirmation of accreditation.

Experiential learning – see "prior learning assessment."

External – outside. In higher education, "external" may mean outside of the immediate department or unit, outside of the division or college, or outside of the institution. Including external representatives in quality assurance processes can provide insight into program quality and areas for improvement; it also lends greater credibility to reviews and institutional claims to quality.

External evaluator – a person, external to a program, who is invited to review the structure and content of that program, its resources, alignment with intended learning outcomes, and currency in relation to the state of the field or needs of the labor market.

External validation – corroboration or confirmation through an outside source. External validation has two dimensions: 1. data from external sources may be used to confirm that something has been accurately judged and documented; and 2. external reviewers may be invited to examine the evidence. External validation can bring fresh perspectives and lend credibility. See also "external evaluator."


F

Faculty – instructional staff of an institution responsible for the design, delivery, and assessment of academic programs. It is up to each institution to determine who holds faculty status. In WASC usage, "faculty" does not typically include administrators, counselors, or other campus educators, e.g., in student service personnel. Full-time faculty members are those whose primary employment obligation is to teaching and research at the institution. Part-time or adjunct faculty members may have continuing contracts and be involved in program development and review, governance, and other matters; or they may be assigned a specified number of classes with few or no other responsibilities to the institution. The institution is responsible for having clear policies on faculty roles and responsibilities.

Faculty Evaluation – a practice to determine the effectiveness of faculty teaching a course, typically in the form of surveys administered to students enrolled in the course and posing questions about the instructor's knowledge of material, clarity of presentation, accessibility, etc. Accuracy and usefulness have been debated, but results may influence tenure, promotion, and merit decisions. Should not be confused with assessment of student learning, which is typically a collective activity focused on aggregate student learning results.

Financial Review Committee (FRC)—a standing committee of WASC that conducts reviews of financial data to evaluate the financial viability of institutions and identifies institutions that may require follow-up action or monitoring. Findings of the FRC are reviewed by the evaluation team as a routine part
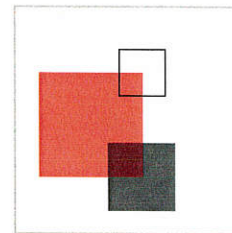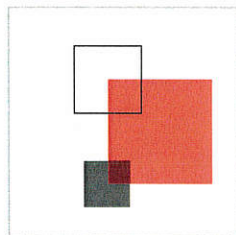
of the Offsite review for reaccreditation.

Fiscal control; fiscal responsibility – authority for finances and financial management at the institutional level and responsibility for financial transactions including billing, collection of revenues, payment of salaries and other obligations, loans, debt service, bonding, and insurance.

Floor, ceiling – in assessment of learning, a floor effect occurs when data cannot represent a value lower than what the assessment activity or the rating scale allows. A ceiling effect occurs when the assessment activity is not challenging enough, or the scoring rubric is not ambitious enough, to accommodate higher levels of student performance.

Focus group – a qualitative assessment method that uses small-group discussions, led by a facilitator and following a protocol, to gather information about attitudes, beliefs, and experiences. Responses are recorded and then analyzed. Although focus groups are usually considered an indirect method, they have been used to provide direct evidence, e.g., of students' ability to apply learning or demonstrate institutional values.

Formal Notice of Concern – a Senior College and University Commission action that serves notice to the institution that, while it currently meets WASC Standards, it is in danger of being found out of compliance with one or more Standards if current trends continue. It may also be issued if an institution is removed from sanction and the Commission wishes to emphasize the need for continuing progress. Formal Notice of Concern requires a special visit within four years to assess progress. If the Commission's concerns are not addressed by that time, a sanction is imposed.

Formative assessment – assessment intended to provide feedback and support for improved performance as part of an ongoing learning process, whether at the student, program, or institution level. See also "summative assessment."

For-profit institution – see "proprietary institution."

FRC – see "Financial Review Committee."

G

General education – the portion of an undergraduate course of study that provides general background knowledge and develops generic higher-order intellectual skills. General education can take many forms. Some programs are "foundational," i.e., students complete required courses before going on to the major; other programs run parallel with study in the major over the entire college career; still others integrate the learning outcomes of general education into other coursework.

Goal – 1. in assessment of student learning, a high-level, very general statement of learning expected of graduates, aligned with the institution's mission, vision, and values (more specific learning outcomes are derived from goals); 2. a statement developed by an institution or program related to strategic planning, financial development, and other important issues.

GPA – see "grade point average."

Grade – in U.S. higher education, usually a letter ranging from A through D (with F for failure) that indicates the quality of student work and performance in a given course.

Grade point average (GPA) – a quantitative indicator of student achievement. Letter grades are converted to numbers and averaged over a period of time, e.g., semester, year, or duration of the student's college career. Commonly used but controversial due to grade inflation and lack of alignment between grades and specific learning outcomes.

Graduate standing – indicates status beyond the baccalaureate degree level. For admission to graduate standing, a baccalaureate degree from an accredited institution is usually the minimum requirement. A specific grade point average, qualifying examinations, and personal recommendations may also be required.

Guideline – statement in WASC's *2013 Handbook of Accreditation* accompanying a Criterion for Review that indicates normative ways institutions address that CFR. Guidelines are intended to be suggestive, not prescriptive; institutions are free to demonstrate in other ways that they comply with the basic principle set forth in the CFR.

H

HEA – see "Higher Education Act" (also HERA: Higher Ed Reauthorization Act).

High-impact practice (HIP) – HIPs include first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments, undergraduate research, diversity/global learning, service learning, internships, and capstone courses or projects. Research suggests that if students experience one or more HIPs in the course of their studies, they are more likely to persist, achieve higher levels of learning, and complete their degrees.

Higher education – postsecondary education, i.e., beyond high school, leading to academic degrees or credentials.

Higher Education Act (HEA; also HERA: Higher Ed Reauthorization Act) – act of Congress, periodically renewed, authorizing federal

funding for—and at the same time imposing regulations on—institutions of higher education.

HIP – see "high-impact practice."

I

ILO – see "outcome."

Independent institution – a college or university that is not directly supported by allocations from a state government. Sometimes referred to as "private." See also "public institution."

Indirect assessment – A way of gauging the quality of student learning and the educational experience through the use of surveys, interviews, focus groups, etc. The findings are "indirect," i.e., filtered through the perceptions and opinions of the respondents.

Indirect method – in assessment of student learning, a way to capture evidence of learning in the form of opinions—for example, of students, employers, and alumni—by means of surveys, focus groups, exit interviews, etc. Indirect evidence is mediated by personal perceptions and experiences, and learning can only be inferred. Indirect evidence may be supplemented by descriptive data. See "direct method."

Information literacy - according the Association of College and Research Libraries, the ability to "recognize when information is needed and have the ability to locate, evaluate, and use the needed information" for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.

Initial accreditation – indicates that the institution has met the Senior College and University Commission's Standards at a substantial level. Initial accreditation may be awarded for a period of five to seven years before the next comprehensive review.

Institutional autonomy – 1. ability of an academic institution to operate independently of another entity (e.g., a church, business, organization) to which it may be connected; 2. ability of an institution to determine its own actions and be free from control or influence of others.

Institutional presentation – the sum of all materials prepared for the institutional review process, including the institutional report and content of the exhibits.

Institutional research – 1. collection of institutional data useful for analysis, planning, and accreditation review; 2. the office that collects, organizes, and reports such data.

Institutional review process (IRP) – in WASC usage, periodic review of an institution for reaffirmation of accreditation. Documentation includes earlier reviewers' findings from annual reports and focused reviews (e.g., substantive change, finance, retention and graduation); the institution's response to earlier recommendations; and responses to current Standards of Accreditation and expectations. The institution undertakes a self-study and submits an institutional report; the evaluation team then conducts Offsite and on-site reviews. The IRP culminates in a team report, Senior College and University Commission action, action letter, and posting of the team report and action letter on the WASC Web site.

Integrated Postsecondary Education Data System (IPEDS) – gathers information from every college, university, and technical or vocational institution that participates in federal student financial aid programs. Institutions report data on enrollments, program completion, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

Interim report – a report, generally requested by the Senior College and University Commission following a comprehensive review for reaccreditation, in which the institution can describe its progress in complying with specific Commission recommendations.

Interim Report Committee (IRC) – a standing committee of WASC that reviews interim reports and supporting documents, following up on recommendations that have been made in a Commission action letter or previous Interim Report.

International accreditation – colleges and universities incorporated in or primarily operating in countries outside the United States may seek WASC accreditation. Following an initial application and diagnostic visit, the institution submits an application for eligibility. International institutions must meet all of WASC's Standards , criteria, and policies; however, in some cases adaptations may be made to accommodate national or cultural differences while preserving the integrity of the WASC process. Expectations are outlined in the WASC Manual for International Accreditation.
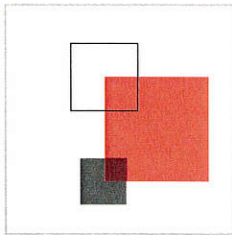
IPEDS – see "Integrated Postsecondary Education Data System."

IR – see "institutional research."

IRC – see "Interim Report Committee."

IRP – see "institutional review process."

ASH1492
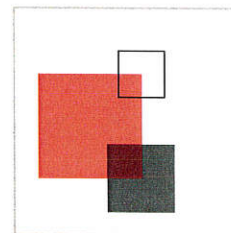
L

LEAP – see "Liberal Education and America's Promise."

Liberal Arts –Traditionally has referred to specific disciplines (humanities, social sciences, and sciences) taught to develop the intellect rather than practical skills. The quadrivium (arithmetic, geometry, astronomy, and music) and the trivium (grammar, logic, and rhetoric), reaching back to classical antiquity and the Renaissance, provided the basis for the modern liberal arts.

Liberal Education - an approach to learning that combines breath with in-depth study in a specific area. Aims to develop transferable intellectual and professional skills such as oral and written communication or quantitative reasoning, and personal dispositions such as a tolerance of ambiguity and a sense of personal and civic responsibility.

Liberal Education and America's Promise (LEAP) – a project of AAC&U, the LEAP outcomes (also known as Essential Learning Outcomes) total 12, grouped under the headings "Knowledge of Human Cultures and the Natural and Physical World," "Intellectual and Practical Skills," "Personal and Social Responsibility," and "Integrative and Applied Learning."

M

"Meaning, quality, and integrity of the degree" – in WASC usage, a phrase that refers to the goals, coherence, sequencing, alignment, resourcing, and overall quality of the educational experience leading to conferral of an institution's degree.

Mission – in higher education, an institution's formally adopted statement of its fundamental reasons for existence, its shared purposes and values, and the students that it aims to serve. The mission is central to decisions about priorities and strategic objectives and provides a context for WASC decisions about quality and accreditation.

N

NACIQI ("nuh-SEE-kee") – see "National Advisory Committee on Institutional Quality and Integrity."

National Advisory Committee on Institutional Quality and Integrity (NACIQI) – committee that advises the Secretary of Education on matters related to postsecondary accreditation. NACIQI recognition of an institution's accrediting association allows the institution's students to participate in federal aid programs. NACIQI review is intended to ensure that students who enroll in recognized institutions, and who receive significant federal student aid, are attending quality postsecondary institutions.

NASAD – see "National Association of Schools of Art and Design."

NASM – see "National Association of Schools of Music."

National Association of Schools of Art and Design (NASAD) – accreditor of art and design programs.

National Association of Schools of Music (NASM) – accreditor of music programs.

National Council for Accreditation of Teacher Education (NCATE) – accreditor of schools of education.

National Survey of Student Engagement (NSSE) – a nationally normed, widely administered survey that asks students about behaviors, e.g., how often they ask questions in class, use the library, consult with a professor outside of class. The survey does not assess learning directly; the assumption is that higher engagement will lead to higher levels of retention, completion, and learning. A suite of analogous surveys has been developed for two-year schools, members of a school's faculty, etc.

NCATE – see "National Council for Accreditation of Teacher Education."

Non-profit institution – a college or university that is not designed to generate profit or financial gain for individuals. See "proprietary institution."

Norming – 1. in assessment of student learning, a process of training raters to evaluate student products and performances consistently, typically using criterion-referenced standards and rubrics; 2. in accreditation, can be applied to other reviewing and rating processes, e.g. institutional evaluation, Commission actions.

Norm-referenced – testing or assessment in which student performance is judged in relation to the performance of a larger group of students, not measured against a pre-established standard. See also "criterion-referenced."

NSSE – see "National Survey of Student Engagement."

O

Objective – 1. in assessment of student learning, a concise statement of what the instructor (or program or institution) intends a student to learn (on some campuses, objectives then lead to development of learning outcomes); 2. sometimes used interchangeably with "outcome," but "outcome" has become the more common usage because of its more direct focus on the result (or "outcome") for the student; 3. in institution- or program-level planning, more specific statements

ASH1493

derived from general goals; 4. in psychometrics, a test consisting of factual questions requiring short answers that can be reliably scored using an answer key, minimizing subjective judgments.

Offsite review – the first major stage of WASC review for reaccreditation. Carried out by an evaluation team that examines the institutional report, reports of the Retention and Graduation and Financial Review Committees, and other documentation. Offsite review leads to preliminary findings that are subsequently verified by the evaluation team during an physical visit to the institution.

Oral communication – communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically.

Order to Show Cause – a Senior College and University Commission action to terminate the accreditation of an institution unless the institution can show cause why such an action should not be taken. Such action may be taken 1. when the institution is found to be in substantial noncompliance with one or more of the Standards; 2. when, having been placed on Warning or Probation for at least one year, it has not made sufficient progress. Also, an Order may be issued as a summary sanction for unethical institutional behavior. In response, the institution has the burden of proving why its accreditation should not be terminated. The accredited status of the institution continues during Show Cause, but the institution is subject to special scrutiny by the Commission, which may require reports and special visits.

Outcome – 1. in assessment of student learning, a concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as "understand" or "appreciate" are avoided in favor of observable actions, e.g., "identify," "analyze." Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcomes are commonly abbreviated as SLOs, course learning outcomes as CLOs, program learning outcomes as PLOs, and institution-level outcomes as ILOs. 2. Other outcomes may address access, retention and graduation, and other indicators aligned with institutional mission and goals.

P

Peer review – in higher education, a quality assurance process for purposes of improvement and accreditation that draws upon individuals active in the field of higher education.

Peer reviewer – a person who is professionally qualified to review an educational or other program, either for internal quality assurance and improvement or for accreditation purposes.

Persistence – like "retention," refers to the rate at which students return to college from academic term to term and year to year, or "persist" in their education. Some educators interpret "retention" as putting the responsibility for degree completion on the institution, whereas "persistence" puts the responsibility on the student.

Planning – the development of a design by which an institution sets goals and objectives and identifies the means to measure their accomplishment. Institutional planning may address educational programs, support services, the physical plant, budgets and finances, and other aspects of institutional operation and future development.

PLO – see "outcome."

Policy – in WASC usage, a binding statement that reflects the will of the Senior College and University Commission and/or the U.S. Department of Education. Some policies are relevant to all institutions, e.g. the WASC policy on Accreditation Liaison Officer; others are relevant only to those institutions whose activities fall within the scope of the policy, e.g. WASC policies on collegiate athletics, distance education.

Portfolio – in assessment of student learning, a method of collecting student work so that the evidence can be reviewed in relation to specific learning outcomes. Most student portfolios also include a reflection on the learning process. Portfolios are highly adaptable: they may be developmental (showing progress from rough draft to finished product) or cumulative (i.e., students' "best work"); and they may be assembled at the level of the individual student, program, or institution.

President – a term commonly used to signify the chief executive officer (CEO) of an institution; in some systems, referred to as Chancellor.

Prior learning assessment – a systematic process by which students or those seeking admission to an institution collect and reflect on their learning in settings outside of formal education, usually in the format of an electronic portfolio. The portfolio is then evaluated and academic credit may be awarded.

Private institution – see "independent institution."
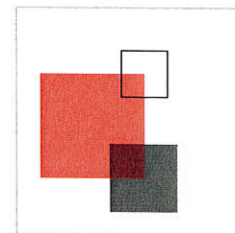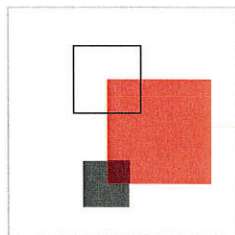
Probation – a Senior College and University Commission action that indicates a finding that the institution is seriously out of compliance with one or more of the Standards. While on Probation, the institution is subject to special scrutiny by the Commission, which may include a requirement to submit periodic reports and receive special visits. The accredited status of the institution continues during the two-year Probation period. Imposition of Probation is subject to Commission Review.

Professional program – an educational program designed to prepare students for a specific profession. It may apply to both undergraduate and graduate programs that prepare students for direct entry into employment. Graduate-level professional programs typically presuppose an undergraduate degree.

Proficiency – the level of knowledge or degree of skill that a student has achieved.

Program – 1. a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field; 2. sometimes refers to the total educational offering of an institution.

Program review – a systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused primarily on capacity and research output; more recently, educational outcomes and student success have been included. While student success and assessment of learning at the program level are an important part of program review, they should not be confused with the more encompassing process of program review.

Progress report – a report, generally requested by the Senior College and University Commission following a comprehensive review for reaccreditation, in which the institution can describe progress in complying with specific Commission recommendations.

Proposal – the first step in the institutional review process introduced by WASC in 2001 and still required for institutions seeking candidacy. The three-step process may also be mandated for other institutions under special circumstances. The Proposal provides a review of the institution's accreditation history, its challenges and goals. The Proposal also describes how the institution will use the accreditation review both to demonstrate compliance with WASC Standards and to advance its own priorities. See "Capacity and Preparatory Review," "Educational Effectiveness Review."

Proprietary institution – in higher education, an institution, either publicly traded or privately held, that is managed for purposes of making a profit through the offering of educational programs. Contrasts with the majority of institutions of higher education, which historically have functioned as non-profit organizations. Also called "for-profit." See "non-profit institution."

Protocol – 1. expectations for actions, behaviors, or reports, similar to etiquette (for example, WASC protocol dictates that at the end of a visit the team chair meets with the president of the institution first, before sharing team findings with a larger group); 2. procedures established to interpret or adapt WASC CFRs for atypical contexts, e.g., international accreditation.

Public good – in higher education, a phrase expressing the notion that in addition to being a private good for individual students, education is a public good contributing to shared prosperity, a successful democracy, and a well-functioning society. As a public good, higher education is worthy of public support.

Public institution – a college or university that is created by the state or a state entity, receives direct state appropriations for its operations, and is governed by a board that is elected or appointed by public officials.

Public service – service provided by institutions to external (non-academic) communities—local, regional, national, international, or within a specific profession. Public service may include public lectures and performances, various forms of applied research, non-credit courses, and extension programs. Public service may also include making the physical plant available to the outside community.

Public trust – a phrase expressing the notion that certain natural and cultural resources belong to all the people; are created to promote the general welfare, not to benefit particular individuals; are maintained for the public's benefit; and are managed in the interests of the public. Critics of higher education charge that institutions and their leaders have betrayed the public trust, e.g., through lowered standards, high costs, and insufficient responsiveness to public concerns.

Q

Quality assurance – any process for systematic monitoring and evaluation to ensure that standards of quality are being met. Higher education has many traditional processes for quality assurance, including review of courses and programs, tenure review, program review, annual reports, personnel evaluations, peer review of research and publications, and assessment of student learning.

Quarter – a period in the academic calendar of about 11 weeks' length, including 10 weeks of academic class work or its equivalent.

ASH1495

Quantitative reasoning – the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.

R

Reaffirm accreditation – a Senior College and University Commission action that occurs at the end of the institutional review process or when an institution is taken off a sanction; indicates that the institution has met or exceeded the expectations of the Standards. It is granted for a period of seven to 10 years and may be accompanied by a request for an interim report or special visit; simultaneous issuance of a formal Notice of Concern is also possible.

Reliability – in psychometrics and assessment of student learning, the consistency and dependability of judgments and measurements. See also "validity."

Research – collection, analysis, and publication of data, studies, or other findings in order to expand a field of knowledge or its application.

Retention – typically refers to the rate at which students return and re-enroll in college from semester to semester and year to year; retention rates from first to second year are of particular interest, since that is when the heaviest attrition is likely to occur. See also "persistence."

Retention and Graduation Committee (RGC) – a standing committee of WASC that reviews institutions' reports on retention and graduation rates and time to degree at both the undergraduate and graduate levels and makes suggestions, as appropriate, for improvement and follow-up steps, including areas to be addressed in the institution's next comprehensive review. Findings of the RGC are reviewed by the evaluation team as a routine part of the Offsite review for reaccreditation.

Review of Commission Action – Upon request of an institution, the reexamination of the Senior College and University Commission's action to impose a sanction.

RGC – see "Retention and Graduation Committee."

Rigor – in education, refers both to a challenging curriculum and to the consistency or stringency with which high standards for student learning and performance are upheld.

Rubric – 1. a tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcome down the left-hand vertical axis, and levels of performance across the horizontal axis. The work or performance may be given an overall score (holistic scoring), or criteria may be scored individually (analytic scoring). Rubrics are also used to communicate expectations to students. 2. WASC has developed a number of rubrics to assist teams and institutions in evaluating various aspects of their curriculum and assessment processes.

S

Sanction – a Warning, Probation, or Show Cause. Under U.S. Department of Education regulations, when the Senior College and University Commission finds that an institution fails to meet one or more of the Standards, it is required to notify the institution of this finding, issue a sanction, and give the institution up to two years from the date of the action to correct the situation. If the institution has not remedied deficiencies at the end of the two-year sanction period, the Commission is required under federal regulations to terminate accreditation. Warning, Probation, and Show Cause represent rising degrees of concern, but sanctions need not be applied sequentially. Whichever sanction is imposed, the Commission is required by federal law to terminate accreditation, rather than continue the institution under the same or a new sanction for another two-year period, unless clear progress has been made within two years.

SAS – see "statement of accreditation status."

**SCC** – see "Substantive Change Committee."

Scholarship – 1. the act of study and/or research; 2. the knowledge that results from study and research in a particular field. In Scholarship Reconsidered (1991), Ernest Boyer defined four kinds of scholarship: discovery, integration, application, and teaching. His new paradigm recognized the full range of scholarly activity engaged in by college and university faculty and questioned a reward system that prioritized research and publication while devaluing teaching. Since then, the scholarship of teaching and learning has gained increasing respect.

Scholarship of teaching and learning (SOTL) – research on teaching and learning, for example, through assessment; based on the assumption that teaching and learning are legitimate subjects for scholarly activity.

School – in U.S. usage, 1. refers primarily to institutions offering primary and secondary education; 2. may also denote a grouping of related disciplines, usually professional/applied, within a university, e.g., School of Allied Health. Also, in casual parlance, a synonym for "college" or "university."
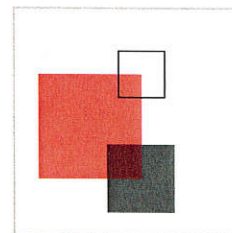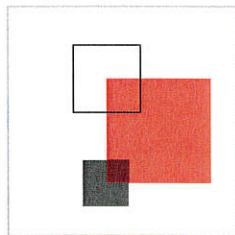
Semester – a period in the academic calendar of about 16 weeks' length, including 15 weeks of academic class work or its equivalent.

Show Cause – see "Order to Show Cause."

Signature assignment – an embedded assessment method using an assignment—either the identical assignment or multiple assignments all constructed according to a common template—across multiple courses or sections of courses. A sample of students' work products is then examined using a rubric to arrive at judgments about the quality of student learning across the course, program, or institution. Alternatively, a signature question may be embedded, for example, in final exams.

SLO – see "outcome."

SOTL – see "scholarship of teaching and learning."

Special visit – a focused visit, which may be requested by the Commission or less frequently by a standing committee, to follow up on a specific area of concern.

Standard – broadly refers to statements of expectations for student learning, which may include content standards, performance standards, and benchmarks. In the K-12 arena, standards generally describe content, but not level of mastery. In higher education, in contrast, standards generally refer to expected levels of mastery or proficiency. Not to be confused with standards of accreditation.

Standard of performance – the degree of skill or proficiency with which a student demonstrates a learning outcome. WASC Standard 2, CFR 2.2a, requires institutions to report on their students' levels of performance at or near the time of graduation in five core competencies: writing, oral communication, quantitative reasoning, critical thinking, and information literacy. Standards of performance are set by faculty and other educators on campus.

Standardized – a good practice meaning that a protocol or set of guidelines is consistently followed. For example, individuals may be trained in using scoring rubrics or conducting focus groups such that their activities are "standardized" to support the collection of reliable data. Commercially available tests are often referred to as "standardized tests," and "standardized" has acquired negative connotations in some circles.

Standards of accreditation – standards of accreditation are the principles used as a basis for judgment in accreditation reviews. WASC has four Standards that flow from three Core Commitments. They are used to guide institutions in assessing institutional performance, to identify areas needing improvement, and to serve as the basis for judgment of the institution by evalua-

tion teams and the Senior College and University Commission.

Statement of accreditation status (SAS) – a statement commonly used by regional accrediting commissions to provide public information about accredited and candidate institutions and their accreditation status.

Student-centeredness – 1) a shift in perspective from teaching and inputs (e.g., assignments) to desired outcomes and what students actually learn; 2) an approach that places the student at the center of the educational process by providing curricular flexibility, accessible services, a supportive campus climate, and so on.

Student success – a phrase often used as shorthand for retention and degree completion. For WASC, student success includes quality of learning and rigor as well as retention and completion.

Substantive Change Committee (SCC) – a standing committee of WASC that reviews proposals for changes that may significantly affect an institution's quality, objectives, scope, or control. The Commission requires prior approval of institutional substantive changes in degree programs, methods of delivery, and organizational changes.

Summary sanction for unethical institutional behavior – if it appears to the Senior College and University Commission that an institution is seriously out of compliance with Standard 1 (Institutional Purposes and Integrity) in a manner that requires immediate attention, an investigation is made and the institution has an opportunity to respond. If the Commission concludes that a sanction is warranted, it may issue an Order to Show Cause or a less severe sanction, as appropriate.

Summative assessment – 1. assessment that occurs at the conclusion or end point of a course, program, or college experience to determine whether student learning outcomes have been achieved; 2. applied organizationally, the use of certain methods to evaluate the overall effectiveness of a program, an institution, or some element of the course of study. See also "formative assessment."

Sustainability – ability of an educational institution to maintain effective functioning and improve over the long term. Assumes financial viability, but also availability of human capital and other resources, as well as institutional vision, planning, and flexibility.

Syllabus – a document prepared by the instructor and distributed to students at the beginning of a course. The syllabus generally includes learning outcomes, grading standards, a reading list,

assignments, dates of tests, the plagiarism policy, and other information.

T

TEAC – see "Teacher Education Accreditation Council."

Teacher Education Accreditation Council – one of two agencies (NCATE is the other) accrediting schools and departments of education. TEAC uses an audit approach (emphasizing inquiry, evidence, and continuous improvement) favored by liberal arts colleges and flagship universities.

Team (also accreditation team, evaluation team, visiting team) – a group of peers from the higher education community that is selected and trained to review an institution's institutional report, data exhibits, and other documents; conduct Offsite and on-site reviews; and write a report on its findings and recommendations.

Termination of accreditation – a Senior College and University Commission action taken when an institution is found to be seriously out of compliance with one or more Standards. Although not required, a decision to terminate may be made after an Order to Show Cause or another sanction has been imposed and the institution has failed to come into compliance. An action to terminate is subject to both the Commission review procedure and the WASC appeals process. If an institution closes following termination, it must comply with federal requirements and WASC policies regarding teach-out arrangements.

Transparency – disclosure by postsecondary institutions of information that may be sought by or of interest to policymakers, stakeholders, or the public. Such information may include financial data, retention and graduation rates, and various indicators of educational quality. Transparency and accountability are assumed to be mutually reinforcing.

Triangulation – the use of multiple methods to generate more robust evidence and to see whether results converge or diverge.

U

UCUES – see "University of California Undergraduate Experiences Survey."

U.S.D.E. – U.S. Department of Education (also D.O.Ed.)

University – an institution of higher education with undergraduate- and graduate- or only-graduate-level degree programs and adequate resources to support them, as defined by the Standards.

University of California Undergraduate Expe-riences Survey (UCUES) – a survey that covers students' academic and co-curricular experiences, behaviors, attitudes, self-perceptions, and goals, in addition to collecting demographic data. Specifically designed for students at University of California campuses and subsequently adopted by other research universities around the United States.

V

Validation – occurs when a person, group, or instrument confirms that something has been accurately documented.

Validity – in psychometrics and assessment of student learning, refers to how well a particular assessment method actually measures what it is intended to measure. Considerations include construct validity, content validity, and face validity. May also refer to consequences, i.e., whether an assessment has "consequential validity" and will support subsequent actions to improve learning. See also "reliability."

VALUE rubrics – Valid Assessment of Learning in Undergraduate Education. A set of 15 rubrics developed by AAC&U in collaboration with hundreds of faculty to assess learning outcomes defined by the LEAP project. Institutions may download the rubrics at no cost and are encouraged to modify them to suit local needs.

Value-added – 1. in higher education, the contribution that institutions make to their students' learning and development, documented from students' entry to exit; 2. a WASC value, namely to promote an accreditation process that adds value to institutions and helps them to achieve their own goals.
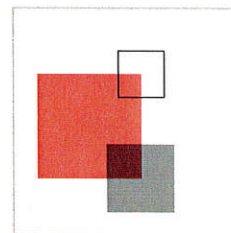
Visit – in the WASC context of institutional reaccreditation, the second major stage of institutional review. Refers to the presence of an evaluation team at a campus or institutional headquarters to verify and finalize findings regarding compliance and improvement that have been reached tentatively during the Offsite review. See also "Offsite review."
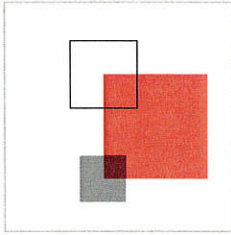
VSA – see "Voluntary System of Accountability."

Voluntary System of Accountability (VSA) – a template for providing information developed in 2007 by the Association of Public and Land-grant Universities (APLU; formerly NASULGC) and the Association of State Colleges and Universities (ASCU) in response to the call from the U.S. Department of Education for institutions to be more accountable and transparent.

W

Warning – a sanction that reflects the WASC Commission's finding that an institution fails to meet one or more of the Standards of Accreditation. Accredited status of the institution contin-

ues during the Warning period, which may last up to two years. A Warning is subject to Commission review. See "Commission review."

WASC – see "Western Association of Schools and Colleges."

Western Association of Schools and Colleges (WASC) – the three Commissions under the WASC umbrella: the Accrediting Commission for Schools (ACS); the Accrediting Commission for Community and Junior Colleges (ACCJC); and the Senior College and University Commission. In the context of the *2013 Handbook*, WASC refers to the Senior College and University Commission.

Written communication - communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors.

Acknowledgements

ASH1499

ASH1500

April 24, 2014

Erika Saracino
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Approval to Operate an Accredited Institution - Institution #57064558

Dear Ms. Saracino:

The Bureau for Private Postsecondary Education (Bureau) completed the review of your application for approval to operate an accredited institution, received on September 11, 2013. The information included with the application was determined to be in compliance with the requirements of Title 5, California Code of Regulations (CCR) section 71390. Therefore, Ashford University is granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1) until July 15, 2018 per CEC section 94890(b).

Ashford University is approved to offer the programs on the most recent "Approved Educational Program List" at 8620 Spectrum Center Blvd, San Diego, CA 92123.

Ashford University is required to maintain compliance with the California Private Postsecondary Education Act of 2009 and Title 5, California Code of Regulations 7.5 Private Postsecondary Education and is subject to inspection by Bureau staff at any time for the purpose of monitoring compliance.

Ownership information: Bureau records will reflect the following ownership for Ashford University (School Code 57064558)

Level 1: Ashford University, LLC   100%
Level 2: Bridgepoint Education, Inc.   100%

If you require additional assistance on this matter, please contact Kimberly Harris at (916) 431-6918.

Sincerely,

ERICA SMITH, Manager
Licensing Unit

Enclosure

ASH1501

BPPE

Approved Educational Program List

*In accordance with the provisions of California Education Code 94866 or 94890, the Bureau
for Private Postsecondary Education approves:*

Ashford University

8620 Spectrum Center Blvd.
San Diego, CA 92123
School Code #: 57064558
Site Type: Main

to offer the following program(s)/course(s):

Program Name	Program Approved	Program Type
Associates in Business - DE	04/24/2014	Degree
Associates in Early Childhood Education - DE	04/24/2014	Degree
Associates in Military Studies - DE	04/24/2014	Degree
Associates in Organizational Management - DE	04/24/2014	Degree
Bachelor of Arts in Natural Science	04/24/2014	Degree
Bachelor of Science in Natural Science	04/24/2014	Degree
Bachelors in Accounting	04/24/2014	Degree

*The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite
locations of this institution may offer any subset of this list.*

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in
accordance with the law.

ASH1502

Approved Program List

School Name: Ashford University
School Code: 57064558   (Institution Code: 57064558.........Site Type: Main)

Program Name	Program Approved	Program Type
Bachelors in Accounting - DE	04/24/2014	Degree
Bachelors in Adult Development - DE	04/24/2014	Degree
Bachelors in Applied Behavioral Science - DE	04/24/2014	Degree
Bachelors in Applied Linguistics - DE	04/24/2014	Degree
Bachelors in Biology	04/24/2014	Degree
Bachelors in Business Administration	04/24/2014	Degree
Bachelors in Business Administration - DE	04/24/2014	Degree
Bachelors in Business Economics - DE	04/24/2014	Degree
Bachelors in Business Education	04/24/2014	Degree
Bachelors in Business Information Systems	04/24/2014	Degree
Bachelors in Business Information Systems - DE	04/24/2014	Degree
Bachelors in Business Leadership	04/24/2014	Degree
Bachelors in Business Leadership - DE	04/24/2014	Degree
Bachelors in Child Development - DE	04/24/2014	Degree

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Leeza Rifredi

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

ASH1503

Approved Program List

Program Name	Program Approved	Program Type
Bachelors in Cognitive Studies - DE	04/24/2014	Degree
Bachelors in Communication Studies - DE	04/24/2014	Degree
Bachelors in Complementary and Alternative Health - DE	04/24/2014	Degree
Bachelors in Computer Graphic Design	04/24/2014	Degree
Bachelors in Computer Science and Mathematics	04/24/2014	Degree
Bachelors in Consumer and Family Financial Services - DE	04/24/2014	Degree
Bachelors in Cultural Anthropology - DE	04/24/2014	Degree
Bachelors in Early Childhood Education - DE	04/24/2014	Degree
Bachelors in Early Childhood Education Administration - DE	04/24/2014	Degree
Bachelors in Education	04/24/2014	Degree
Bachelors in Education and Public Policy - DE	04/24/2014	Degree
Bachelors in Education Studies - DE	04/24/2014	Degree
Bachelors in Elementary Education	04/24/2014	Degree
Bachelors in eMarketing - DE	04/24/2014	Degree

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Foreign Register

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

Approved/Registered Program list associated with Institution Approval # 22635, which expires on July 15, 2018.

ASH1504

Approved Program List

School Name: Ashford University
School Code: 57064558 (Institution Code: 57064558.........Site Type: Main)

Program Name	Program Approved	Program Type
Bachelors in English - DE	04/24/2014	Degree
Bachelors in English and Communication	04/24/2014	Degree
Bachelors in English Language Learner Studies - DE	04/24/2014	Degree
Bachelors in Entrepreneurship - DE	04/24/2014	Degree
Bachelors in Environmental Studies	04/24/2014	Degree
Bachelors in Environmental Studies - DE	04/24/2014	Degree
Bachelors in Finance	04/24/2014	Degree
Bachelors in Finance - DE	04/24/2014	Degree
Bachelors in Gerontology - DE	04/24/2014	Degree
Bachelors in Health and Human Services - DE	04/24/2014	Degree
Bachelors in Health and Wellness - DE	04/24/2014	Degree
Bachelors in Health Care Administration	04/24/2014	Degree
Bachelors in Health Care Administration - DE	04/24/2014	Degree
Bachelors in Health Care Studies - DE	04/24/2014	Degree

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

Approved/Registered Program list associated with Institution Approval # 22635, which expires on July 15, 2018.

ASH1505

Approved Program List

School Name: Ashford University
School Code: 57064558   (Institution Code: 57064558.........Site Type: Main)

Program Name	Program Approved	Program Type
Bachelors in Health Education - DE	04/24/2014	Degree
Bachelors in Health Informatics - DE	04/24/2014	Degree
Bachelors in Health Marketing and Communication - DE	04/24/2014	Degree
Bachelors in Health Science Administration	04/24/2014	Degree
Bachelors in History	04/24/2014	Degree
Bachelors in History - DE	04/24/2014	Degree
Bachelors in Homeland Security and Emergency Management - DE	04/24/2014	Degree
Bachelors in Human Resources Management - DE	04/24/2014	Degree
Bachelors in Instructional Design - DE	04/24/2014	Degree
Bachelors in International Business - DE	04/24/2014	Degree
Bachelors in Journalism and Mass Communication - DE	04/24/2014	Degree
Bachelors in Law Enforcement Administration - DE	04/24/2014	Degree
Bachelors in Liberal Arts	04/24/2014	Degree
Bachelors in Liberal Arts - DE	04/24/2014	Degree

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Leeza Rifredi, Manager

This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

ASH1506

Approved Program List

School Name: Ashford University
School Code: 57064558 (Institution Code: 57064558.........Site Type: Main)

Program Name	Program Approved	Program Type
Bachelors in Library Science and Media - DE	04/24/2014	Degree
Bachelors in Military Studies - DE	04/24/2014	Degree
Bachelors in Operations Management and Analysis - DE	04/24/2014	Degree
Bachelors in Organizational Management - DE	04/24/2014	Degree
Bachelors in Physical Education	04/24/2014	Degree
Bachelors in Political Science and Government - DE	04/24/2014	Degree
Bachelors in Professional Accounting	04/24/2014	Degree
Bachelors in Project Management - DE	04/24/2014	Degree
Bachelors in Psychology	04/24/2014	Degree
Bachelors in Psychology - DE	04/24/2014	Degree
Bachelors in Public Administration - DE	04/24/2014	Degree
Bachelors in Public Relations and Marketing	04/24/2014	Degree
Bachelors in Public Relations and Marketing - DE	04/24/2014	Degree
Bachelors in Real Estate Studies - DE	04/24/2014	Degree

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

ASH1507

School Name: Ashford University
School Code: 57064558   (Institution Code: 57064558.........Site Type: Main)

Program Name	Program Approved	Program Type
Bachelors in Service Management - DE	04/24/2014	Degree
Bachelors in Social and Criminal Justice	04/24/2014	Degree
Bachelors in Social and Criminal Justice - DE	04/24/2014	Degree
Bachelors in Social Science	04/24/2014	Degree
Bachelors in Social Science - DE	04/24/2014	Degree
Bachelors in Sociology	04/24/2014	Degree
Bachelors in Sociology - DE	04/24/2014	Degree
Bachelors in Sports and Recreation Management	04/24/2014	Degree
Bachelors in Sports and Recreation Management - DE	04/24/2014	Degree
Bachelors in Supply Chain Management - DE	04/24/2014	Degree
Bachelors in Sustainable Enterprise Management - DE	04/24/2014	Degree
Bachelors in Visual Art	04/24/2014	Degree
Masters in Business Administration - DE	04/24/2014	Degree
Masters in Education - DE	04/24/2014	Degree

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

ASH1508

Approved Program List

Program Name	Program Approved	Program Type
Masters in Health Care Administration - DE	04/24/2014	Degree
Masters in Organizational Management - DE	04/24/2014	Degree
Masters in Public Administration - DE	04/24/2014	Degree
Masters in Teaching - DE	04/24/2014	Degree
Masters in Teaching and Learning with Technology - DE	04/24/2014	Degree

Degree Programs: 96

Total Programs/Courses: 96

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Leeza Rifredi

Leeza Rifredi, Manager
This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

Approved/Registered Program list associated with Institution Approval # 22635, which expires on July 15, 2018.

ASH1509

June 9, 2014

Kimberly Bingaman
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #27373 Approved– School Code 57064558

Dear Kimberly Bingaman:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #27373, Application for Change in Educational Objectives. The review included your application and supporting documentation received on June 4, 2014. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective June 9, 2014:

- Bachelor of Science in Health Information Management (BSHIM) – 120 Credits

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Kimberly Harris at (916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

ERICA SMITH, Manager
Licensing Unit

ASH1510

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

BPPE

STATE OF CALIFORNIA
dca
DEPARTMENT OF CONSUMER AFFAIRS

September 3, 2015

Brittney Lee
Ashford University
13500 Evening Creek Dr. N, Ste 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #28523 Approved– School Code
57064558

Dear Brittney Lee:

The Bureau for Private Postsecondary Education (Bureau) completed the review of
application #28523, Application for Change in Educational Objectives.   The review
included your application and supporting documentation received on August 7, 2015.
The Bureau determined that your request complies with the minimum standards
contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective September 3, 2015:

- Bachelor of Science in Nursing – RN to BSN Program – 120 Credit Hours

Enclosed for your records is the Approved Educational Program List for your institution.
Please post this approval information in a prominent location so prospective students
and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and
Regulations of the Bureau. The institution is subject to review by the Bureau staff at any
time for the purpose of monitoring compliance with the provisions of the California
Private Postsecondary Education Act of 2009. Any failure to maintain compliance could
affect your institution's approval status and could result in disciplinary action by the
Bureau.

If you require additional information or have questions, please contact Kimberly Harris at
(916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

JEFF MACKEY, Manager
Licensing Unit

ASH1511

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

STATE OF CALIFORNIA
DCA
DEPARTMENT OF CONSUMER AFFAIRS

August 22, 2014

Kimberly Bingaman
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #27584 Approved– School Code 57064558

Dear Kimberly Bingaman:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #27584, Application for Change in Educational Objectives. The review included your application and supporting documentation received on August 4, 2014. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective August 22, 2014:

- Master of Accountancy - DE

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Kimberly Harris at (916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

JEFF MACKEY, Manager
Licensing Unit

ASH1512

February 29, 2016

Cecilia Livengood
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #29030 Approved– Institution
Code 57064558

Dear Cecilia Livengood:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #29030, Application for Change in Educational Objectives. The review included your application and supporting documentation received on February 22, 2016. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective February 29, 2016:

* Master of Arts in Early Childhood Education Leadership – 30 Credits

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Kimberly Harris at (916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

JEFF MACKEY, Manager
Licensing Unit

ASH1513

August 22, 2014

Kimberly Bingaman
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #27583 Approved– School Code 57064558

Dear Kimberly Bingaman:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #27583, Application for Change in Educational Objectives. The review included your application and supporting documentation received on August 4, 2014. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective August 22, 2014:

- Master of Arts in Psychology - DE

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Kimberly Harris at (916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

JEFF MACKEY, Manager
Licensing Unit

ASH1514

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

BPPE

dca
STATE OF CALIFORNIA

March 6, 2015

Erika Saracino
Ashford University
13500 Evening Creek Dr. North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #28077 Approved– School Code 57064558

Dear Ms. Saracino:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #28077, Application for Change in Educational Objectives. The review included your application and supporting documentation received on February 25, 2015. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective March 6, 2015:

- Master of Arts in Special Education (MASE) (Distance Education)

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Andrea Flores at (916) 576-2397 or by email at andrea.flores@dca.ca.gov.

Sincerely,

BRENDA CARTWRIGHT, Manager
Licensing Unit

Cc: Richard Pattenaude, Andrew Clark

ASH1515

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

STATE OF CALIFORNIA
dca
DEPARTMENT OF CONSUMER AFFAIRS

April 27, 2016

Cecilia Livengood
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #29203 Approved– Institution Code 57064558

Dear Ms. Livengood:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #29203, Application for Change in Educational Objectives. The review included your application and supporting documentation received on April 22, 2016. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

This approval is coterminous with the institution's term of accreditation granted by the Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC).

Approval to add the following program has been granted effective April 27, 2016:

- Master of Instructional Design & Technology-DE – 36 Credit Hours

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Kimberly Harris at (916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

JEFF MACKEY, Manager
Licensing Unit

ASH1516

November 12, 2015

Brittney Lee
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #28720 Approved –
      Institution Code 57064558

Dear Ms. Lee:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #28720, Application for Change in Educational Objectives. The review included your application and supporting documentation received on November 2, 2015. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective November12, 2015:

- Master of Information Systems Management – DE – 42 Semester Credits

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Audria Arceo at (916) 431-6943 or by email at Audria.Arceo@dca.ca.gov.

Sincerely,

BRENDA CARTWRIGHT, Manager
Licensing Unit

ASH1517

BPPE

dca
STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS

March 21, 2016

Cecilia Livengood
Ashford University
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

RE: Application for Change in Educational Objectives #29093 Approved— Institution Code 57064558

Dear Ms. Livengood:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #29093, Application for Change in Educational Objectives. The review included your application and supporting documentation received on March 16, 2016. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

This approval is coterminous with the institution's term of accreditation granted by the Western Association of Schools and Colleges (WASC).

Approval to add the following programs has been granted effective March 21, 2016:

- Master of Public Health — 42 Credits
- Bachelor of Arts in Early Childhood Development with Differentiated Instruction — 120 Credits
- Bachelor of Arts in Marketing — 120 Credits
- Bachelor of Science in Computer Software Engineering — 120 Credits
- Bachelor of Science in Human Services Leadership — 120 Credits
- Bachelor of Science in Information Technology — 120 Credits
- Bachelor of Education Studies — Multiple Subject Credential — 124 Credits
- Bachelor of Education Studies — Single Subject Credential — 124 Credits

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Kimberly Harris at (916) 431-6918 or by email at Kimberly.Harris@dca.ca.gov.

Sincerely,

JEFF MACKEY, Manager
Licensing Unit

ASH1518

Sheri

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

STATE OF CALIFORNIA

dca
DEPARTMENT OF CONSUMER AFFAIRS

December 29, 2014

Richard Pattenaude
Ashford University
8620 Spectrum Center Blvd
San Diego, CA 92123

RE: Application for Change in Educational Objectives #27896 Approved-- School Code 57064558

Dear Mr. Pattenaude:

The Bureau for Private Postsecondary Education (Bureau) completed the review of application #27896, Application for Change in Educational Objectives. The review included your application and supporting documentation received on November 7, 2014. The Bureau determined that your request complies with the minimum standards contained in the California Education Code and the California Code of Regulations.

Approval to add the following program has been granted effective December 29, 2014:

- Master of Science in Criminal Justice (Distance Education)

Enclosed for your records is the Approved Educational Program List for your institution. Please post this approval information in a prominent location so prospective students and other interested parties are aware of your approval to operate.

Your institution is required to maintain compliance with the Education Code and Regulations of the Bureau. The institution is subject to review by the Bureau staff at any time for the purpose of monitoring compliance with the provisions of the California Private Postsecondary Education Act of 2009. Any failure to maintain compliance could affect your institution's approval status and could result in disciplinary action by the Bureau.

If you require additional information or have questions, please contact Andrea Flores at (916) 576-2397 or by email at andrea.flores@dca.ca.gov.

Sincerely,

BRENDA CARTWRIGHT, Manager
Licensing Unit

Cc: Andrew Clark, Kimberly Bingaman

ASH1519

Ashford University School Performance Fact Sheet links, as of 5/25/16

Program Name:	School Performance Fact Sheet location:
Associate of Arts in Early Childhood Education	http://www.ashford.edu/static/media/Associate_of_Arts_in_Early_Childhood_Education.pdf
Associate of Arts in Military Studies	http://www.ashford.edu/static/media/Associate_of_Arts_in_Military_Studies.pdf
Bachelor of Arts in Accounting	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Accounting.pdf
Bachelor of Arts in Applied Behavioral Science	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Applied_Behavioral_Science.pdf
Bachelor of Arts in Applied Linguistics	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Applied_Linguistics.pdf
Bachelor of Arts in Business Administration	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Business_Administration.pdf
Bachelor of Arts in Business Economics	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Business_Economics.pdf
Bachelor of Arts in Business Information Systems	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Business_Information_Systems.pdf
Bachelor of Arts in Business Leadership	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Business_Leadership.pdf
Bachelor of Arts in Child Development	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Child_Development.pdf
Bachelor of Arts in Cognitive Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Cognitive_Studies.pdf
Bachelor of Arts in Communication Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Communication_Studies.pdf
Bachelor of Arts in Complementary and Alternative Health	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Complementary_and_Alternative_Health.pdf
Bachelor of Arts in Consumer and Family Financial Services	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Consumer_and_Family_Financial_Services.pdf
Bachelor of Arts in Cultural Anthropology	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Cultural_Anthropology.pdf
Bachelor of Arts in Early Childhood Education	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Early_Childhood_Education.pdf
Bachelor of Arts in Early Childhood Education Administration	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Early_Childhood_Education_Administration.pdf
Bachelor of Arts in Education Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Education_Studies.pdf
Bachelor of Arts in eMarketing	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_eMarketing.pdf
Bachelor of Arts in English	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_English.pdf
Bachelor of Arts in English Language Learner Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_English_Language_Learner_Studies.pdf
Bachelor of Arts in Entrepreneurship	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Entrepreneurship.pdf
Bachelor of Arts in Environmental Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Environmental_Studies.pdf
Bachelor of Arts in Finance	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Finance.pdf
Bachelor of Arts in Gerontology	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Gerontology.pdf

| Program	URL
Bachelor of Arts in Health and Human Services	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Health_and_Human_Services.pdf
Bachelor of Arts in Health and Wellness	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Health_and_Wellness.pdf
Bachelor of Arts in Health Care Administration	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Health_Care_Administration.pdf
Bachelor of Arts in Health Education	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Health_Education.pdf
Bachelor of Arts in History	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_History.pdf
Bachelor of Arts in Homeland Security and Emergency Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Homeland_Security_and_Emergency_Management.pdf
Bachelor of Arts in Human Resources Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Human_Resources_Management.pdf
Bachelor of Arts in Instructional Design	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Instructional_Design.pdf
Bachelor of Arts in International Business	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_International_Business.pdf
Bachelor of Arts in Journalism and Mass Communication	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Journalism_and_Mass_Communication.pdf
Bachelor of Arts in Law Enforcement Administration	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Law_Enforcement_Administration.pdf
Bachelor of Arts in Liberal Arts	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Liberal_Arts.pdf
Bachelor of Arts in Library Science and Media	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Library_Science_and_Media.pdf
Bachelor of Arts in Military Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Military_Studies.pdf
Bachelor of Arts in Operations Management and Analysis	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Operations_Management_and_Analysis.pdf
Bachelor of Arts in Organizational Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Organizational_Management.pdf
Bachelor of Arts in Political Science and Government	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Political_Science_and_Government.pdf
Bachelor of Arts in Project Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Project_Management.pdf
Bachelor of Arts in Psychology	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Psychology.pdf
Bachelor of Arts in Public Administration	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Public_Administration.pdf
Bachelor of Arts in Public Relations and Marketing	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Public_Relations_and_Marketing.pdf
Bachelor of Arts in Real Estate Studies	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Real_Estate_Studies.pdf

Program	URL
Bachelor of Arts in Service Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Service_Management.pdf
Bachelor of Arts in Social and Criminal Justice	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Social_and_Criminal_Justice.pdf
Bachelor of Arts in Social Science	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Social_Science.pdf
Bachelor of Arts in Sociology	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Sociology.pdf
Bachelor of Arts in Sports and Recreation Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Sports_and_Recreation_Management.pdf
Bachelor of Arts in Supply Chain Management	http://www.ashford.edu/static/media/Bachelor_of_Arts_in_Supply_Chain_Management.pdf
Bachelor of Science in Health Information Management	http://www.ashford.edu/static/media/Bachelor_of_Science_in_Health_Information_Management.pdf
Bachelor of Science in Nursing	http://wac.6fdc.edgecastcdn.net/006FDC/AU/ashford.edu/bachelor_of_science_in_nursing_20160301.pdf
Master of Accountancy	http://www.ashford.edu/static/media/Master_of_Accountancy.pdf
Master of Arts in Education	http://www.ashford.edu/static/media/Master_of_Arts_in_Education.pdf
Master of Arts in Health Care Administration	http://www.ashford.edu/static/media/Master_of_Arts_in_Health_Care_Administration.pdf
Master of Arts in Organizational Management	http://www.ashford.edu/static/media/Master_of_Arts_in_Organizational_Management.pdf
Master of Arts in Psychology	http://www.ashford.edu/static/media/Master_of_Arts_in_Psychology.pdf
Master of Arts in Special Education	http://wac.6fdc.edgecastcdn.net/006FDC/AU/ashford.edu/master_of_arts_in_special_education.pdf
Master of Arts in Teaching and Learning with Technology	http://www.ashford.edu/static/media/Master_of_Arts_in_Teaching_and_Learning_with_Technology.pdf
Master of Business Administration	http://www.ashford.edu/static/media/Master_of_Business_Administration.pdf
Master of Public Administration	http://www.ashford.edu/static/media/Master_of_Public_Administration.pdf
Master of Science in Criminal Justice	http://www.ashford.edu/static/media/Master_of_Science_in_Criminal_Justice.pdf

EXPLANATORY NOTE TO TABLE 1 OF SECTION 8 (PROGRAM IDENTIFICATION)
OF ASHFORD UNIVERSITY'S INITIAL APPLICATION

Ashford University has ceased new enrollments in the following programs and, as a result, does not reference them in its catalog (and has noted these programs in the table as N/A):

1. Associate of Arts in Business
2. Associate of Arts in Organizational Management
3. Bachelor of Arts in Adult Development
4. Bachelor of Arts in Education and Public Policy
5. Bachelor of Arts in Health Care Studies
6. Bachelor of Arts in Health Informatics
7. Bachelor of Arts in Health Marketing and Communication
8. Bachelor of Arts in Sustainable Enterprise Management

Ashford University seeks CSAAVE approval for the foregoing degree programs to permit withdrawn students the opportunity to return to Ashford University to complete their educational programs. The institution will not certify new students for these programs, only returning students.
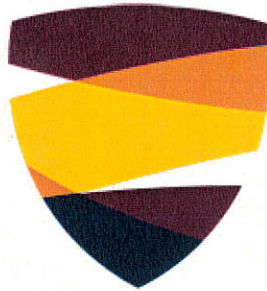
Catalog Supplement
2015-2016

Last updated May 27, 2016

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

Ashford University
Main Campus (Administrative)
8620 Spectrum Center Blvd.
San Diego, CA 92123
Toll-free: (800) 798-0584

Table of Contents

Oregon State Refund Policy

Effective for all courses starting after December 16, 2015

The Oregon State Refund Policy applies to residents of Oregon who are taking courses in the online modality.

The following pro rata refund schedule applies when students drop or are administratively dropped from a course or the institution:

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	67%	50%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	60%	40%	0%	0%	N/A
*Refund percentage applied based on week of last date of attendance (LDA).							

1

Tuition Update

Online Undergraduate Programs Tuition

The following is a list of tuition applicable to Associate's and Bachelor's degree programs and/or undergraduate courses offered through the online modality. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Tuition per credit:

100- to 400-level Courses	$443.00

Online Graduate Programs Tuition

The following is a list of tuition applicable to Master's degree programs and/or graduate courses offered through the online modality. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Tuition per credit:

Master of Accountancy	$644.00
Master of Arts in Education	$577.00
Master of Arts in Health Care Administration	$644.00
Master of Arts in Organizational Management	$644.00
Master of Arts in Psychology	$577.00
Master of Arts in Special Education	$577.00
Master of Arts in Teaching and Learning with Technology	$577.00
Master of Science in Criminal Justice	$644.00
Master of Business Administration	$644.00
Master of Public Administration	$644.00

Ashford University Military Grant

Grants are applicable to courses for which tuition is in excess of $250 per credit hour. For courses with tuition of $443 per credit hour, the grant is $193 per credit hour. In addition, this grant also covers the Sales Tax, Technology Fees, and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. [see current Catalog for full entry under this heading.]

Schedule of Charges

Effective April 1, 2016

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

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

Program Name	Period of Attendance	Entire Educational Program
AA in Early Childhood Education (67 credits)	$5,916	$33,131
AA in Military Studies (64 credits)	$5,916	$31,652
All Online Bachelor's Programs (120 credits)	$5,916	$59,310
Master of Accountancy (48 credits)	$6,366	$34,102
MA in Education (39 credits*)	$5,763	$25,123
MA in Education, Instructional Practice (36 credits)	$5,763	$27,530
MA in Health Care Administration (36 credits)	$6,366	$25,614

Program Name	Period of Attendance	Entire Educational Program
MA in Organizational Management (33 credits)	$6,366	$23,492
MA in Psychology (36 credits)	$5,763	$23,202
MA in Special Education (30 credits)	$5,763	$19,360
MA in Teaching and Learning with Technology (30 credits)	$5,763	$19,360
Master of Business Administration (42 credits)	$6,366	$29,858
Master of Public Administration (36 credits)	$6,366	$25,614
Master of Science in Criminal Justice (39 credits)	$6,366	$27,736
*The Master of Arts in Education program is based off the 15 credit Curriculum and Instruction specialization.		

3

ASH1528

Bachelor of Science in Nursing (RN to BSN)

Effective 3/9/16
Addition, Published 5/3/16

The Bachelor of Science in Nursing (RN to BSN) program is designed for registered nurses seeking to expand their knowledge in the increasingly complex health care industry, and also for students who wish to earn a Bachelor's degree as a stepping-stone for future graduate study. In this program, coursework and Practice Experiences cover a wide range of content--from patient care quality and safety, to leadership, community health, ethics, and technology. Students will address areas of need for planned change within a healthcare organization or the community and use their skills to assess virtual patients and create interventions based upon observations and learning. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/obsn.

Special Terms and Conditions: *Ashford University intends to pursue initial accreditation by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) for our Bachelor of Science in Nursing (BSN) program. Applying for accreditation does not guarantee that accreditation will be granted. Please be advised that without programmatic accreditation, RN to BSN program students may not be able to transfer credits to another higher education nursing program, apply for federal scholarships or grants, obtain federal employment or join the military in an RN capacity until such accreditation is obtained. In addition, if initial accreditation is not granted prior to the conclusion of a student's program, RN to BSN program graduates should be aware that graduation from a programmatically accredited undergraduate nursing program may be an admissions requirement for entry into graduate-level study in the field.*

Applicants to this program must have earned a nursing (hospital) diploma or Associate's degree in Nursing from a regionally accredited or approved nationally accredited college or university including the following coursework or equivalent: Introduction to Sociology, Introduction to Psychology, Introduction to Statistics, Human Anatomy (with lab), Human Physiology (with lab), and Microbiology (with lab).

Applicants must possess an active, unrestricted license to practice as a Registered Nurse in their state of residence. All students must maintain this licensure throughout the program of study. Failure to do so will result in dismissal from the program. Students are responsible for informing Ashford of any change to the status of their RN license. In addition, Ashford may perform routine, periodic validations of student RN licenses to ensure compliance with this requirement.

Program Outcomes

Students who successfully complete the Bachelor of Science in Nursing online degree program will be able to:

1. Apply nursing leadership concepts and skills to promote quality care and patient safety across a variety of healthcare settings;
2. Apply (a) current evidence and (b) critical thinking and (c) assessment skills to professional nursing practice;
3. Use technological and informatics systems related to health care to promote quality patient care;
4. Synthesize local and federal policies that affect health, health care delivery, and health care management;
5. Use interprofessional communication and collaborative skills to communicate with and educate peers, health care

professionals, patients and their families, and the community;

6. Assess health and wellness beliefs and practices to promote health and disease prevention among individuals, families, groups, communities, and populations;
7. Articulate the value of pursuing practice excellence, through lifelong learning and engagement, to grow professionally; and
8. Integrate holistic nursing knowledge, values, skills, and attitudes into practice across the lifespan and continuum of healthcare environments.

Program Requirements
Total number of credits required: 120 credits
General Education Requirements: *52 credits
Major Course Requirements: *42 credits
Electives: 32 credits
Students must earn a minimum of 30 upper-division credits.

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

Introductory Course Requirement (3 credits)
- +EXP 105 Personal Dimensions of Education (3 credits)

Prerequisite Course Requirements
The following coursework or equivalent must be successfully completed prior to enrolling in 300 level courses in the Bachelor of Science in Nursing major:
- *Introduction to Sociology*
- *Introduction to Psychology*
- *Introduction to Statistics*
- *Human Anatomy (with lab)*
- *Human Physiology (with lab)*

Students who have not satisfied required prerequisite coursework in transfer may enroll in the applicable Ashford University coursework below to satisfy this requirement:

- *SOC 101 Introduction to Sociology*
- *PSY 101 Introduction to Psychology*
- *PSY 325 Statistics for the Behavioral & Social Sciences*
- *HIM 205 Anatomy and Physiology for HIM I and HIM 206 Anatomy and Physiology for HIM II*

Any prerequisite coursework completed at Ashford University is applied to a student's elective credit requirements or General Education requirements.

Major Course Requirements (42 credits)
- *ENG 325 Intermediate Composition (3 credits) Prerequisites: ENG 121 and ENG 122 or equivalents
- *NUR 322 Health Care Ethics and Medical Law (3 credits)
- NUR 300 Professional Role Development and Practice in Nursing (3 credits) *Prerequisites: ENG 325 and NUR 322.*
- NUR 302 Transcultural Nursing Care (3 credits) *Prerequisite: NUR 300.*
- NUR 304 Health Assessment (3 credits) *Prerequisite: NUR 302.*
- NUR 306 Nursing Research (3 credits) *Prerequisite: NUR 300.*
- NUR 301 Introduction to Health Informatics (3 credits)
- GRO 325 Aging and Health (3 credits)
- NUR 400 Family Health Nursing (3 credits) *Prerequisites: NUR 304, NUR 306, GRO 325.*
- NUR 402 Community Health Nursing (3 credits) *Prerequisites: NUR 304 and NUR 306.*
- NUR 404 Nursing Care and Management of Chronic Illness and Disability (3 credits) *Prerequisites: NUR 400 and NUR 402.*
- NUR 406 Leading and Managing in Nursing (3 credits) *Prerequisites NUR 304 and NUR 306.*
- NUR 492 Capstone I: Nursing Practice Improvement Inquiry (3 credits)

*Prerequisites: NUR 404, NUR 406, and
permission of the program chair.*
- NUR 494 Capstone II: Nursing Practice
  Improvement and Evaluation (3 credits)
  *Prerequisites: NUR 492 and permission of the
  program chair.*

+ EXP 105 fulfills 3 credits toward total elective
credit requirements and is required for all online
undergraduate students.
* Satisfies General Education requirements.

Master of Arts in Education, Instructional Practice Specialization

Effective 2/24/16

Degree Focus

The Master of Arts in Education is designed to present foundational perspectives in education as well as build expertise by emphasizing various specializations. Its core courses are aligned to program outcomes that define the knowledge, skills, and dispositions that are essential for providing effective and innovative instruction to diverse student populations.

The Instructional Practice specialization will provide learners with an opportunity to understand, incorporate, and evaluate pedagogies, methods, and theories applicable to instructional delivery in the K-12 educational settings. This specialization connects learners to TeacherReady®, one of the state of Florida's approved Educator Preparation Programs (EPP) where they can continue to participate, once the degree requirements are met. Students that continue with the state approved EPP will have the opportunity to fulfill the remaining steps on the pathway to earn a teaching credential.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omaed.

The Master of Arts in Education, Instructional Practice specialization program is a result of a partnership with TeacherReady®, an online teacher certification program based in the state of Florida. TeacherReady is Florida-state approved and is the Educator Preparation Institute of the NCATE-accredited Professional Education Unit at the University of West Florida. This program meets the needs of students who are seeking a Master's degree

as well as teacher certification in Elementary, Secondary content areas, or Special Education-General. Students will complete seven of the eight TeacherReady lessons while enrolled in Ashford University coursework. Students will pay the Instructional Practice specialization fee for all four specialization courses, which will cover the cost of the seven TeacherReady lessons and additional fees related to the partnership.

Upon completing the requirements of Ashford University's Instructional Practice specialization, students will be eligible to continue, outside of the Ashford University program structure, into the last (eighth) TeacherReady lesson by activating a direct relationship with Studer Education, which so far has been facilitated through Ashford academic and advising teams. In their independent relationship with Studer Education via the TeacherReady program, students can expect to prepare for state proficiency exams and a student teaching requirement in an approved education setting. Students graduating from Ashford University with the MAED, Instructional Practice specialization have a period of two (2) years to matriculate into TeacherReady to complete the EPP.

Master of Arts in Education, Instructional Practice specialization students must submit to a criminal background check several times over the course of their program enrollment. Identification of histories of violence reduces the possibility of future criminal acts on or around the University's communities. In addition, a criminal record may preclude a student from obtaining licensure in this field of study. Applicants will be required to submit to a third party criminal background check while enrolled in the specialization courses. Ashford University reserves the right to deny admission or readmission to any student at its discretion. Students will also be required to go through a criminal background check prior to student teaching.

Since Ashford is not a state-approved Educator Preparation Program, graduates from Ashford will earn their Master's Degree with a specialization in

Instructional Practice, but not a teaching credential. To obtain a teaching credential, graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree. Therefore, it is recommended that students continue their independent relationship with TeacherReady once the Instructional Practice specialization requirements are completed, if they desire to earn a teaching credential. The Master of Arts in Education, Instructional Practice specialization is only available to students who are residents in Arizona, California, Florida, Michigan, and Nevada at this time.

Ashford students who have completed all four MAED, Instructional Practice specialization courses will be required to complete a benchmark assessment delivered to all students directly through TeacherReady. Students who complete all four MAED, Instructional Practice specialization courses with a grade of B or higher and pass the proficiency benchmark assessment exam are deemed to be demonstrating proficient performance and will be matriculated into the final lesson offered by TeacherReady. Students who do not meet these requirements will only be matriculated into the final lesson after the student completes any remedial work deemed necessary by TeacherReady.

The final lesson in the TeacherReady program will not be billed or paid through Ashford University. Students will be responsible for paying TeacherReady directly for the cost of the final lesson. The final lesson through TeacherReady will cost $600 and is not eligible for federal student financial aid (Title IV). Other costs associated with the completion of TeacherReady's EPP are: $75 for a Statement of Eligibility filed with the state of Florida, approximately $600 for Florida Teacher Certification Exams, and the cost of background checks at various points over the program which can range from $20 - $75. In addition, any remedial

work deemed necessary by TeacherReady may need to be completed at student's cost.

After completing the program requirements of the Master of Arts in Education with a specialization in Instructional Practice, and successful completion of all TeacherReady lessons, separate from the Ashford program requirements, and state assessments for the credential being sought, students will be eligible to receive an endorsement from TeacherReady to the Florida Department of Education to apply for a Florida Professional Teacher Certification. For residents of states other than Florida, visit TeacherReady's website (https://www.teacherready.org/map) to view other states' Department of Education contact information and to request information about transferring a Florida Professional Teacher Certification to another state.

Please note Ashford University advises students to contact their individual state's Department of Education directly to verify information as requirements are subject to change at any time.

Certification and Licensure Terms and Conditions:
Students enrolled in this program will enroll in Ashford courses and simultaneously complete seven of eight lessons of a teacher preparation program in collaboration with TeacherReady, an online certification program based in the state of Florida.

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

advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.
*The Council for the Accreditation of Educator Preparation (CAEP) is the resulting entity from the merger of the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of Teacher Education (NCATE).

Background Check Consent Policy
Prospective Master of Arts in Education with Instructional Practice specialization program students must be aware of the appropriate consent(s) for a background check at the time of beginning the Instructional Practice specialization. The acknowledgement in the online application at the time of enrollment verifies that the student understands they will be required to complete a background check with TeacherReady upon beginning the specialization courses. A copy of the signed consent(s) will be maintained in the permanent student record.

Refusal to Submit to a Background Check Policy
Refusal to request the criminal background check or falsification of information regarding the background check will preclude the student from continuing in the Instructional Practice specialization courses.

Instructional Practice Specialization Course Fee
In addition to all other tuition and fees applicable to students in the Ashford University Master of Arts in Education, Instructional Practice specialization, an additional Instructional Practice specialization course fee of $1,082 per course will be charged when students enroll in each of their four specialization courses: EDU 590, EDU 591, EDU 592, and EDU 593. This fee covers additional costs associated with course materials, administrative functions, and program management inherent in the facilitation of this specialization. For repeated courses, students will be charged a prorated Instructional Practice fee amount of $1,050 per course repeat.

Instructional Practice Specialization Progression Requirements
Due to the partnership and collaborative nature of the program, it is necessary that students enrolled in the program progress through the Ashford specialization courses and the TeacherReady lessons in the sequence outlined below, and in tandem.

Ashford University Course	TeacherReady Lesson Number
EDU 590	1 and 2
EDU 591	3 and 4
EDU 592	5
EDU 593	6 and 7

Students who do not successfully complete Ashford courses or TeacherReady lessons in sequence and in tandem will not be allowed to progress to the next course or TeacherReady lesson, and will instead be removed from future coursework until academic work has been completed. This course of action may result in withdrawal from Ashford University due to non-attendance. Please reference the Attendance Policy for Online Graduate Courses and the Unofficial Withdrawal policy in the Withdrawal from the University sections of this *Academic Catalog*.

Due to the uniqueness of the Instructional Practice specialization for Ashford University students, students who complete lessons with TeacherReady will not be able to transfer coursework into the MAED, Instructional Practice specialization program. Students who have completed or are in the process of completing lessons with TeacherReady are encouraged to enroll in the Master of Arts in Education with a different specialization. Please see all other specializations available for this program.

Program Outcomes

Master of Arts in Education graduates will be able to:

1. Design appropriate and challenging learning experiences informed by analysis of how learners develop individually across the cognitive, linguistic, social, emotional, and physical patterns to promote student learning and growth;
2. Employ differentiated instructional practices aligned with learner strengths and differences, diverse cultures, and diverse communities to promote student learning in a safe, collaborative, engaging, inclusive, 21st century learning environment;
3. Design a variety of evidence-based assessments used for ongoing evaluation of student progress, and to guide teacher and learner decision making;
4. Execute an action research study that draws on the research and methods of various disciplines to address local or global educational issues;
5. Design learner-centered instruction aligned with Common Core State Standards, digital age standards (NETS-S), and 21st Century skills to promote learner achievement and growth;
6. Engage in continuous professional growth through leadership in educational environments and the demonstration of legal and ethical behavior in professional practices;
7. Use knowledge of subject matter and central concepts of the discipline(s) to create technology-enriched learning environments that promote learner achievement and innovation;
8. Effectively communicate and collaborate with various stakeholders through written communication, verbal communication, and a variety of current and emerging digital age tools to ensure learner growth and to advance the profession; and
9. Use a range of digital technology tools to research, organize, evaluate, and communicate information while exhibiting an understanding of ethical and legal issues surrounding the use of information technologies.

Core Requirements (24 credits)

Note: Degree-seeking students are required to complete courses in the correct sequence. For this program, the specialization courses may be taken after completion of EDU 620. The last three courses completed as part of this program should be EDU 671, EDU 675, and EDU 695.

- EDU 650 Teaching, Learning and Leading in the 21st Century (3 credits)
- EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making (3 credits)
  Prerequisite: EDU 650
- EDU 673 Instructional Strategies for Differentiated Teaching & Learning (3 credits)
  Prerequisite: EDU 650
- EDU 645 Learning & Assessment for the 21st Century (3 credits)
  Prerequisite: EDU 673
- EDU 620 Meeting Individual Student Needs with Technology (3 credits)
  Prerequisite: EDU 673
- EDU 671 Fundamentals of Educational Research (3 credits)
  Prerequisite: EDU 620
- EDU 675 Change Leadership for the Differentiated Educational Environment (3 credits)
  Prerequisite: EDU 671
- EDU 695 MAED Capstone (3 credits)
  Prerequisite: EDU 675

Instructional Practice Specialization Requirements (12 credits)

All specialization coursework requires Ashford students to access and learn course materials presented by TeacherReady, in order to successfully complete the specialization. Students are permitted to begin the Instructional Practice specialization

once they have successfully completed EDU 620 Meeting Individual Student Needs with Technology from the Core Requirements listed previously.

- EDU 590 Climate, Culture, and Managing the Learning Environment (3 credits)
  Prerequisites: EDU 650, 692, 673, 645, 620
- EDU 591 Assessing Learners (3 credits)
  Prerequisites: EDU 590, 650, 692, 673, 645, 620
- EDU 592 Planning for Diverse Learners (3 credits)
  Prerequisites: EDU 590, 591, 650, 692, 673, 645, 620
- EDU 593 Student Engagement and Literacy in STEM (3 credits)
  Prerequisites: EDU 590, 591, 592, 650, 692, 673, 645, 620

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

- The approved program consisting of 36 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

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

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

TeacherReady® is used under license from Studer Education.

Master of Arts in Special Education

Effective 3/2/16

Degree Focus

The Master of Arts in Special Education is an online degree program for adult learners with a previously earned bachelor's degree in any discipline. The program is intended for non-certified teachers who are interested in working with children with disabilities as well as certified teachers and employed non-licensed education professionals seeking job advancement or added knowledge within the field.

Educational experiences in the Master of Arts in Special Education program will blend academic scholarship, analytical thinking, effective communication, and workplace relevance while providing students the flexibility of the online learning modality. The online courses will be embedded with structured video observations, simulations, and interviews with key personnel in the field, enabling students to apply concepts, knowledge, and skills in classroom settings. The Master of Arts in Special Education program will provide an in-depth knowledge base on classroom instruction, laws, assessment, and communication skills needed for a career in the special education field. This program requires the use of an e-Portfolio, which may have an out-of-pocket cost associated with it, depending on the specific product selected by the student. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.ashford.edu/pd/omase.

Special Terms and Conditions:

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

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

Alabama Residents: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 orwww.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits. State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license

issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as administrator in a P-12 school system(s). www.alsde.edu.

Georgia Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Georgia. In Georgia, an alternative route to certification is not available.

Hawaii Residents: An education degree offered through Ashford University's online modality does not lead to teacher licensure in the state of Hawaii. In Hawaii, an alternative route to certification is not available.

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

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

Program Outcomes
Master of Arts in Special Education graduates will be able to:

1. Design appropriate learning experiences for students with exceptionalities that are informed by diverse cultural experiences and varied patterns of learning and development;
2. Create a safe, inclusive, culturally responsive environment that cultivates active and effective learning for students with exceptionalities;
3. Plan cross-disciplinary learning experiences that promote individualized academic and social abilities, attitudes, values, interests, and career options for students with exceptionalities;
4. Synthesize results from multiple evidence-based assessments to guide educational decisions for individuals with exceptionalities;
5. Incorporate cross-disciplinary skills using evidenced-based instructional strategies for students with exceptionalities;
6. Evaluate how ethical principles and practice standards influence special education laws, regulations and individual professional accountability;
7. Construct an action research proposal that addresses local or global issues related to individuals with exceptionalities; and
8. Integrate positive collaborative practices with various stakeholders to address the needs of students with exceptionalities across a range of learning experiences.

Core Requirements (30 credits)
- ESE 601 Students with Exceptionalities in the School Setting (3 credits)
- ESE 603 Law & Ethics in Special Education (3 credits)
- ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities (3 credits)
- ESE 634 Education-Based Collaborative Relationships (3 credits)
- ESE 645 Lesson Design for Students with Mild to Moderate Disabilities (3 credits)
- ESE 656 Positive Behavior Supports in the Classroom (3 credits)
- ESE 665 Instructional Planning for Differentiated Student Needs (3 credits)

13

- ESE 668 Evidenced-Based Instructional Methods for Students with Mild to Moderate Disabilities (3 credits)
- ESE 680 Action Research in Special Education (3 credits)
- ESE 699 Applied Capstone Project (3 credits)

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

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

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

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

Course Descriptions

(new or revised only)

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

ACC 308 Accounting Information Systems (3 credits)

This course serves to advance the knowledge of computerized accounting for service and merchandising businesses, the underlying differences between manual and computerized accounting, and build students' understanding of the accounting cycle and business processes including bookkeeping, invoicing, billing, and business trends. Offered online.

COM 101 Introduction to Communication (3 credits)

This course serves as an introduction to the study of human communication. Students will examine classic and modern views of communication as well as theories and research relating to various sub-disciplines of communication such as interpersonal, group, organizational, mass and public communication. They will discuss and evaluate these theories and research findings and assess the impact of technology on the communication process. Relationship stages, theories, and contemporary views of "family" are examined, as well as the impact of family, culture, and gender on communication patterns. Types of groups and organizations are identified, as well as concepts of power and interaction in group, organizational, and public settings. Mass communication and its impact on individuals and society will be explored. In this class, students will also have an opportunity to examine the practical implications of these concepts in building their own communication skills as well as future career path.

COM 325 Communication & Conflict (3 credits)

The course provides students with conflict resolution techniques through communication. Students will analyze the purpose of conflict, learn to work with difficult people, and understand communication as a significant factor in the development, management, and resolution of conflict at the interpersonal, small group, organization, and societal levels. Prerequisites: ENG 121 and ENG 122 or equivalents. Offered online.

ECE 354 Assessment & Intervention During 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. Offered online.~~

Throughout this course, students analyze the purpose of assessment in supporting children across all developmental domains. Using this foundation, students examine the practical application of assessment tools and utilize assessment strategies to enhance the growth and development of children. Finally, students synthesize their learning by developing an assessment portfolio that contains intervention strategies for meeting the developmental needs of children. Offered online.

EDU 590 Climate, Culture, and Managing the Learning Environment (3 credits)

This course brings focus to the skills, strategies, and considerations a facilitating educator must master to create and maintain a safe, orderly, and flexible environment that is conducive for learning. Participants in this class will increase their knowledge of techniques and strategies proven effective for classroom instruction and individual student behavior management. Prerequisites: EDU 650, 692, 673, 645, 620. Offered online.

EDU 591 Assessing Learners (3 credits)

This course emphasizes how formative and summative systems are embedded in a problem-based approach to assessment, and how different types of assessments appeal to different learners. Participants analyze research-proven assessment strategies and how to implement these to impact educational and program improvement. Participants

15

will explore the issue of integrating instruction with assessment, or what has been popularly referred to as "teaching to the test." The paradigm shift from assessment of learning to assessment for learning is highlighted. Prerequisites: EDU 590, 650, 692, 673, 645, 620. Offered online.

EDU 592 Planning for Diverse Learners (3 credits)

Instructional Practice specialization graduates engage in continuous and collaborative planning processes to address the needs of diverse learners they encounter in today's educational environments. Graduates will address planning and preparation techniques to accommodate English language learners, special education, gifted, physically challenged, and mainstreamed students that are consistent with strategies that benefit all. Emphasis is on triangulating curricular demands, assessment, and the lesson-planning process. A variety of instructional models and strategically-placed combinations of formative and summative assessments are employed to ensure mastery of targeted goals. Prerequisites: EDU 590, 591, 650, 692, 673, 645, 620. Offered online.

EDU 593 Student Engagement and Literacy in STEM (3 credits)

This course has several main objectives. First, it will explore what it means to integrate STEM. Second, it will investigate what skills students should be learning to aid them in integrating STEM into their curriculum. Third, it will analyze the importance of teaching reading in the content area. Fourth, it will critique and develop activities with an emphasis on bringing "excitement" to the STEM and Literacy classrooms. Finally, it will align learning practices with the New Generation Science Standards (NGSS), Common Core Standards, and classroom strategies. Prerequisites: EDU 590, 591, 592, 650, 692, 673, 645, 620. Offered online.

ENV 326 Ecology & Evolution (3 credits)

This course examines the ecological and evolutionary processes across several levels of organization, including individuals, populations, communities, and ecosystems. Students analyze the interactions among organisms and between organisms and their environment, with an emphasis on natural selection. The course demonstrates the methods used by ecologists to answer questions about ecological systems including experimental, statistical, theoretical modeling, and visual representations of data. Offered online.

ENV 350 Conservation Biology (3 credits)

Conservation biology examines the causes and consequences of biodiversity loss, conservation approaches and strategies, and the ecological and evolutionary theory used in these approaches. Students evaluate practices that conserve biological diversity at the gene, population, ecosystem, landscape and global scales. The course incorporates topics in culture, ethics, economics and politics to monitor and protect global biodiversity. Prerequisite: ENV 326. Offered online.

ESE 601 Students with Exceptionalities in the School Setting (3 credits)

This course provides an introduction to the education of students in the school setting with exceptional needs, specifically those with mild to moderate disabilities, who qualify for services under one or more of the eligibility criteria covered by special education federal laws. Special education key terms and common strategies that influence learning and behavior as well as ethical and legal privacy rights of families of children with disabilities are introduced. Additionally, variations, characteristics, and patterns of individual differences in learning and academic progress are investigated. Offered online.

ESE 603 Law & Ethics in Special Education (3 credits)

Law & Ethics in Special Education explores the fundamental civil and legal principals and pivotal legislation that contribute to the placement, instruction, service delivery, and privacy issues of those who have a qualifying disability under federal laws. Learners will identify critical issues that may lead to ethical and legal conflicts of

16

interdisciplinary team participants as well as proactive strategies for resolution. Furthermore, the course offers multiple opportunities for analysis of personal biases regarding professional ethics and practice standards. *Prerequisite: ESE 601.* Offered online.

ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities (3 credits)

Assessment & Evaluation of Students with Mild to Moderate Disabilities provides a comprehensive examination of the assessment and evaluation cycle employed within the special education process. During this course, learners will distinguish the special educator's role within the multidisciplinary assessment process including how the evaluative data drives the planning and development of an individualized program. Additionally, the mandatory safeguards that assure ethical evaluation and assessment practices do not discriminate on the basis of race, culture, or native language are examined. Offered online.

ESE 634 Education-Based Collaborative Relationships (3 credits)

This course focuses on collaboration strategies for special educators in the school environment who work with other professionals, services providers, and families of students with mild to moderate disabilities. Emphasis is placed on educators who provide academic support for various service delivery models. Communication, teamwork, and strategies for dealing effectively with conflict are emphasized. *Prerequisite: ESE 601.* Offered online.

ESE 645 Lesson Design for Students with Mild to Moderate Disabilities (3 credits)

This course explores the methods of effective instructional planning, lesson design, and teaching strategies for students with mild to moderate disabilities. Learners will develop quality differentiated instruction techniques for various student profiles. Additionally, learners will create individualized goals and objectives for students with disabilities. *Prerequisite: ESE 601.* Offered online.

ESE 656 Positive Behavior Supports in the Classroom (3 credits)

This course introduces the underpinnings of behavior theory and offers real-world strategies for the 21st-century classroom that assist today's educators in meeting the needs of students with mild to moderate disabilities. Behavior functions and modifications as well as various methods of observation and documentation are emphasized. Diverse cultural and environmental factors contributing to student behavior are also examined. *Prerequisite: ESE 601.* Offered online.

ESE 665 Instructional Planning for Differentiated Student Needs (3 credits)

Instructional Planning for Differentiated Student Needs addresses how to use evidence-based differentiated strategies and materials that incorporate cultural schemata (e.g., personal experiences, language norms, and family belief systems) to meet the progressive needs of 21st-century education. Students will design instructional materials that align with state standards, investigate assessment methods to address a variety of learning styles, and apply strategies that promote critical thinking and incorporate digital tools and resources. *Prerequisite: ESE 601.* Offered online.

ESE 668 Evidenced-Based Instructional Methods for Students with Mild to Moderate Disabilities (3 credits)

In this course, learners will explore multiple aspects of curriculum design and delivery, apply their knowledge of the characteristics of varying disabilities, and create meaningful classroom instruction that aligns with curriculum, standards, and individualized education program goals. Data-driven instruction derived from individualized assessment results will be accessed and applied to instructional methods. Emphasis will be placed on evidence-based instructional strategies including collaboration with service providers to best meet the academic needs of students with mild to moderate disabilities. *Prerequisite: ESE 601.* Offered online.

ESE 680 Action Research in Special Education (3 credits)
Action Research in Special Education guides students through the process of becoming an effective change agent by applying action research principles to current special education challenges and issues. Students will locate and evaluate research articles for scholarship, relevancy, and ethical neutrality. The topics covered during this course include implementing change in an education-based organization, evaluating the impact of the applied intervention, communicating outcomes, collaboration, and 21st-century leadership practices. *Prerequisite: ESE 601.* Offered online.

ESE 684 Instructional Methods for Students with Mild/Moderate Disabilities (3 credits)
This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Class sessions will focus on students with mild disabilities and implementation and evaluation activities. Major emphasis will also be on the framework for appropriate instruction for students in light of their learning stages, the nature of the learner, and the content. Additional topics include: service delivery systems, roles of teachers and ancillary personnel, legal requirements, and major issues confronting the field of special education. *Offered online and* on-campus.

ESE 688 Diagnosis & Evaluation of Students with Mild/Moderate Disabilities (3 credits)
The student will become familiar with the basic concepts and procedures relating to assessment in special education. Norm-referenced, achievement, diagnostic, informal, curriculum-based, intellectual, and adaptive assessment will be covered. Interpretation will be stressed. Application of course principles will be provided in one or more student-conducted testing situations. Offered *online and* on-campus.

ESE 699 Applied Capstone Project (3 credits)
The Master of Arts in Special Education capstone course requires learners to demonstrate their mastery of the program learning outcomes through a spiraled process of reflection, application, and evaluation. Each week learners will highlight their academic and professional growth by leveraging 21st-century teaching and learning strategies that have been acquired throughout the graduate program. The culmination of this iterative learning process is the students' creation of an electronic portfolio that synthesizes their scholarship and is used as the final course evaluation instrument. Offered online.

GEO 308 ~~GIS Software Application~~ Geographic Information Systems   (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. Offered online.~~
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, defense and intelligence, emergency response, business, 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. Note: The software used in this course has specific computer requirements including, Windows 8 Operating System, 2.2 GHZ minimum speed, and 2GB minimum Memory/ RAM. Offered online.

GRO 202 Psychology of Aging (3 credits)
This course covers normal aging from a cognitive perspective as well as various forms of dementia,

including signs and symptoms, risk factors, and neuropathology. Students learn about cognitive changes that occur with normal aging as well as risk factors for transient cognitive impairments. Alzheimer's disease is discussed in detail as well as non-Alzheimer's forms of dementia, including frontotemporal dementia syndromes, Parkinson's disease dementia, Lewy body dementia, vascular dementia, and Creutzfeld Jakob disease. The course also includes a section on evidence-based factors related to successful aging and the future of aging research. ~~Prerequisite: PSY 101.~~ Offered online.

HCA 322 Health Care Ethics & Medical Law (3 credits)

This course presents the ethical and legal implications of health care administration. The unique legal aspects encountered in the provision of health services are analyzed. Concepts of access, affordability, health care interventions and human rights are interfaced with legal and ethical issues challenging the provision of health care services. Concepts of risk management, continuous quality assurance, guardianship, Institutional Review Boards, and needs of special and diverse populations provide discussion points in the course. The overlapping domains of ethics and medical law are examined. Case studies and discussion of ethical and legal precedent setting decisions are used to link theory with reality. Prerequisite: HCA 305 or HCA 205. On-campus students may take this course concurrently with HCA 305. *(Cross-listed as NUR 322)*. Offered online and on-campus.

HCA 496 Health Informatics Capstone (3 credits)

This course provides a synthesis of the major ideas, perspectives, theories, and concepts gained from the study of health informatics. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program. Prerequisite: Successful completion of the General Education Capstone course. Offered online.

HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits)

Students will compare their own physical activity habits to national guidelines and explore the benefits of physical activity as well as the consequences of physical inactivity. Written assignments, case studies, and discussion forums provide students with an opportunity to design exercise and wellness plans for themselves and potential clients. Prerequisite*s*: HPR 205 and HWE 200 ~~HCS 323~~. Offered online.

HCS 339 Introduction to Western Herbalism; Basic Doctrine, Energetics and Classifications (3 credits)

This course explores fundamental constructs of Western Herbalism. Its focus is in providing the student a framework from which herbs can be conceptualized as entities with energetic and practical signatures. Consequently, herbs will be presented and appreciated from various and eclectic points of view which describes their characteristics and actions for their application in various body tissue conditions. The course will also cover qualitative descriptions (constitutions) that are tied to the human organism, appreciation of therapeutic laws, and classification of medicinal plants. Prerequisites: HCS 321 and HCS 326. Offered online.

HIM 217 Electronic Health Records (3 credits)

In this course, students will learn about the structure, capture, use, storage and retrieval of health information in paper, hybrid and electronic formats. Students will learn about Electronic Health Record (E H R) project management including scope, goals, strategic planning, workflow analysis, functional needs assessment and implementation. Students will learn about the financial aspects of the E H R as well as the E H R from a consumer and a nationwide health information network perspective. Prerequisite: Bachelor of Science in Health Information Management majors only. Students not enrolled in this major are encouraged to take HCA 417. Offered online.

HIM 250 Clinical Classifications Systems I
(3 credits)

This course is part I of a two-part course that introduces students to applications for clinical classification and coding. Students will learn about the development of classification systems, use of the health record for coding and the relationship between coding and reimbursement. In particular, the students will learn the guidelines for *diagnosis coding and organizational structure for provider billing.* ~~CPT and ICD-9-CM legacy system, and organizational structure for provider billing.~~ Prerequisites: HIM 105, HIM 205, HIM 206, and HIM 217. Offered online.

HIM 251 Clinical Classifications Systems II
(3 credits)

This course is part two of a two-part course that introduces students to applications for clinical classification and coding. *Students will compare and contrast various processes, policies, and procedures to ensure the accuracy of coded data and demonstrate their understanding of diagnosis and procedure coding systems through practical application.* ~~Students will demonstrate their understanding and application of ICD-10-CM/PCS and the ICD-9-CM legacy system. Students will compare and contrast various processes, policies and procedures to ensure the accuracy of coded data.~~ Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, HIM 217, and HIM 250. Offered online.

HIM 301 Introduction to Health Informatics
(3 credits)

This foundational course details the history and factors driving the emergence of health informatics. In addition to emphasizing the concepts, terminologies and scope of health informatics, the course delves into health information exchanges, data standards, health informatics ethics, online resources and E-research. The course includes an overview of basic database architecture, design and file structure, and data warehousing and data mining in health care. *(Cross-listed as NUR 301).* Offered online.

HIS 342 The Middle East (3 credits)

This course is intended to introduce students to the complex history of the Middle East, focusing on the development of the core region in the nineteenth and twentieth centuries. Among the most important topics we will discuss are the organization of the Ottoman and Safavid Empires, the nature and influence of the region's relationship with Western countries, the impact of the discovery of oil in the region, the causes and course of the Israeli-Palestinian conflict, the rise of nationalisms and Islamist movements, and the Arab uprisings of 2010-2011. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency. Offered online and on-campus.

HPR 231 Introduction to Health Education
(3 credits)

This course is a foundational course designed to provide an introduction to health education and the health education profession. Health educators are often responsible for developing and implementing health education programs that aim to improve the quality of life of individuals and communities. The roles, responsibilities, skills, settings, and professional networks of health educators will be reviewed in this course. Offered online.

HRM 400 Human Resource Technology Management (3 credits)

This course explores the impact of using technologies in serving HR by building an awareness of technological skills. The content investigates how information technology can be applied to strategic management, records and employee tracking for enhanced recruitment, selection, staffing, compensation, benefits administration, policies and procedures, performance evaluation, training and organizational development. Ethical and legal challenges regarding protection of human resource data are researched. Offered online.

20

HSM 101 Introduction to Homeland Security and Emergency Management (3 credits)

This course is a broad overview of homeland security in the United States. Areas of study include the organizational structure of the Department of Homeland Security as well as the principals, foundations, and doctrines surrounding homeland security. Students examine both historical and current issues related to the creation of the Department of Homeland Security, current policies of the Department, and potential career paths within the department. Offered online.

HSM 201 Department of Homeland Security Missions and Current Issues (3 credits)

The course examines the Department of Homeland Security core missions; the reasoning behind the Department; the threats to America; and the current issues revolving around homeland security. In addition, students look at the various career opportunities in the Department of Homeland Security. Offered online.

HWE 415 Stress Management (3 credits)

This course will provide students with the opportunity to learn about the effects of stress, apply stress management techniques, and develop stress management programs while considering various cultural backgrounds. Students will analyze the relationship between stress and health. This course is designed to provide the student with a basic understanding of stress management concepts including causes and effects of acute and chronic stress as well as techniques used to manage stress. Prerequisite: HWE 200. Offered online.

HWE 420 Wellness for Special Populations (3 credits)

This course is designed to provide students the opportunity to enhance their understanding of nutritional concepts and designing exercise programs for special populations. Students will learn how to apply knowledge to develop and modify exercise plans for individuals with special conditions. Special populations that will be covered in this course will include but not limited to: the elderly, pregnant women, individuals at risk for disease (i.e. elderly, obese), and individuals living with health conditions (i.e. cardiovascular disease, arthritis, pulmonary disease, obesity, diabetes, hypertension, etc.). Risks, contraindications, and benefits of exercise for these special populations also will be covered. Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334. Offered online.

HWE 498 Health & Wellness Capstone (3 credits)

This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health and wellness. Assignments provide students with an opportunity to create health and wellness programs for target populations and apply appropriate health promotion strategies and techniques to benefit these groups. Students analyze lifestyle factors that negatively or positively affect health and evaluate the effectiveness of wellness programs. This course also provides an opportunity for the students to develop career- related tools for use in professional situations. This course should be taken as the last course in the program.

INF 220 IS Principles (3 credits)

This course develops students' understanding of information systems, foundational technologies, and organizational application to conduct business and solve problems. This course presents information systems principles and examines how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; Internet applications; IT security; database management; systems development life cycle; and ethical and social responsibility issues. Prerequisite: INF 103 or permission of instructor.

INF 325 Telecommunications & Networking Concepts (3 credits)

This course introduces the fundamental concepts of computer networks and telecommunications in modern business contexts. The topics include the

21

infrastructures, standards, and protocols in computer networks and business telecommunications. Prerequisite: INF 231 or permission of the instructor.

INF 340 Business Systems Analysis (3 credits)
This course is a study of the business systems analysis and development processes for information systems in organizations. The course is focused on information concepts and methodologies associated with the development of business information systems, and their effective application in solving business problems. Students examine the major issues involved in managing information technology within the contemporary business environment and the relationship between organizational structures and information technology. Prerequisite: Fulfillment of the General Education Information Technology competency.

JRN 200 Elements of Journalism (3 credits)
Elements of Journalism provides students with an understanding of the field of journalism. The course focuses on developing the students' skills in the areas of grammar, spelling, punctuation, Associated Press (AP) style writing, the inverted pyramid, news gathering, interviewing and other elements of journalism. Prerequisites: ENG 121 and 122. Offered online.

JRN 201 Multimedia News Writing and Editing (3 credits)
This course is designed to provide the principles and techniques of effective writing and editing for news in various platforms. There will be an emphasis on accuracy of information, presentation, clarity, precision, and efficiency in the use of language. Students will also begin to discover the various career opportunities and the field and begin to develop their goals through the Career Services Integration pieces built into the course. Offered online.

LIB 101 The Art of Being Human (3 credits)
An interdisciplinary introduction to the humanities,

focusing especially on classic texts of the ancient and medieval period as a way to understand our lives today. The course will explore various ways human beings have expressed their understanding of the human condition through such cultural forms as mythology, religion, philosophy, and the arts. Offered online.

LIB 102 Human Questions (3 credits)
An interdisciplinary introduction to the humanities, focusing especially on the period from the Renaissance through the present. The course will explore the various ways human beings have attempted to answer questions about the meaning of our world and existence through philosophy, art, and science. Offered online.

LIB 202 Women, Culture, & Society (3 credits)
Women, Culture, and Society" examines the images, roles, and contributions of women in historical and artistic contexts from the Renaissance to the present. The course is designed to give students an understanding of the role women have played in the development of culture in Western Civilization as well as the ways western societies have shaped women's lives and creative expression. With conversations on the arts and theory, the course analyzes the complex ways gender, intersecting with race, class, and ethnicity, influences our experience and culture. Offered online.

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.) Offered *online and* on-campus.

22

LNG 101 Introduction to Language (3 credits)
Language is a central part of our daily lives. It is how we communicate our thoughts and desires to others. Yet, we usually take language for granted, using it effortlessly without stopping to think about how it works. So, what exactly is language, and how does it work? This course is an introduction to linguistics, the scientific study of language. At the end of this course, students should understand what linguists study and have a good understanding of the core concepts in phonology, phonetics, 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. Offered online.

LNG 330 Language and Power: An Introduction to Discourse Analysis (3 credits)
How does language function in maintaining and changing power relations in modern society? What are the ways of analyzing language which can reveal these processes? How can people become more conscious of power structures, and more able to resist and change them?
The question of language and power is still important and urgent in the twenty-first century, but substantial social changes in the past decade have changed the nature of unequal power relations, and therefore the agenda for the critical study of language. This course provides an introduction to the analysis of discourse and dialogue, and brings the discussion fully up-to-date by covering the issue of globalization of power relations and the development of the internet in relation to language and power. Prerequisite: LNG 101. Offered online.

MGT 300 Supply Management (3 credits)
This course introduces the professional practice of supply management and its application to business. Students examine procurement, total cost of ownership, sustainability, and strategic partnerships in a global economy with different market structures. Students also evaluate negotiating and contracting to achieve organizational strategic

objectives. Finally, students explore supply management careers. Offered online.

MHA 610 Introduction to Biostatistics (3 credits)
This course explores the application of fundamental statistical methods to the health care environment. Course content includes both descriptive and inferential methods including: data analysis, statistical estimation, regression analysis, analysis of variance, hypothesis testing and analysis of longitudinal data. NOTE: This course uses software that is not Mac-OS compatible. Access to a Windows PC or a Windows-based platform is required. Offered online.

NUR 300 Professional Role Development and Practice in Nursing (3 credits)
This course focuses on the baccalaureate-prepared nurse's role(s) in professional practice, and the alignment of nursing theories with practice and research. The course surveys important changes that have occurred in the nursing profession over the years, such as the ANCC Magnet Recognition Program. The course will cover quality and safety education for nurses (QSEN), the nursing scope of practice as defined by the American Nurses Association (ANA), the Institute of Medicine's (IOM's) core competencies in collaborative care, nursing ethics, education, health promotion, and disease prevention, as they relate to professional nursing roles. Students will apply critical thinking, evidence-based practice (EBP), and continuous quality improvement (CQI) to professional nursing practice. This course includes 20 hours of practice experience activities. Prerequisites: ENG 325 and NUR 322. Offered online.

NUR 301 Introduction to Health Informatics (3 credits)
This foundational course details the history and factors driving the emergence of health informatics. In addition to emphasizing the concepts, terminologies and scope of health informatics, the course delves into health information exchanges, data standards, health informatics ethics, online resources and E-research. The course includes an

23

overview of basic database architecture, design and file structure, and data warehousing and data mining in health care. (Cross-listed as HIM 301). Offered online.

NUR 302 Transcultural Nursing Care (3 credits)

This course focuses on the differences and similarities among cultures with respect to human care, health, and illness and how these considerations apply to real-world nursing practices. Students enrolled in the course develop their scientific and humanistic knowledge by integrating their own history, life experiences, beliefs, and values and by assessing how these factors have the potential to impact the ways in which they provide culturally competent care. Prerequisite: NUR 300. Offered online.

NUR 304 Health Assessment (3 credits)

This course prepares RN to BSN students to synthesize the comprehensive health assessment. Emphasis is placed on the acquisition, processing, and interpretation of data collected from clients of all ages. A physical, psychological, sociocultural, and spiritual approach, which is supported by evidence-based practices is used to assess the client and to incorporate consideration of the client's needs, state of wellness, developmental level, and response to life experiences. Students also evaluate current health policy and technology to support health assessment to improve community health. Prerequisite: NUR 302. Offered online.

NUR 306 Nursing Research (3 credits)

This course provides the scientific foundation for professional practice. It introduces the student to the basic research methodologies and statistical concepts, and qualitative, quantitative, and epidemiologic research designs. Research methods and findings are appraised and applied within the framework of evidence based professional practice. Research proposal development as a foundation for nursing inquiry is emphasized. Prerequisite: NUR 300. Offered online.

NUR 322 Health Care Ethics and Medical Law (3 credits)

This course presents the ethical and legal implications of health care administration. The unique legal aspects encountered in the provision of health services are analyzed. Concepts of access, affordability, health care interventions and human rights are interfaced with legal and ethical issues challenging the provision of health care services. Concepts of risk management, continuous quality assurance, guardianship, Institutional Review Boards, and needs of special and diverse populations provide discussion points in the course. The overlapping domains of ethics and medical law are examined. Case studies and discussion of ethical and legal precedent setting decisions are used to link theory with reality. (Cross-listed as HCA 322). Offered online.

NUR 400 Family Health Nursing (3 credits)

Major theoretical models and frameworks for developing clinical skills in assessing, diagnosing, planning, implementing, and evaluating holistic nursing interventions across the family life cycle are presented. Contemporary issues related to diverse family structures, cultural and socioeconomic influences on access to and delivery of health care, and provision of culturally-competent family nursing care are emphasized. Knowledge and skill development in providing evidence-based nursing care and coordinating health care for families experiencing acute and chronic illnesses, including transitions in level of care and care settings, are reinforced. Community-based nursing assessment and interventions with physically-, psychologically, and socially-vulnerable client populations within a family health context are explored. Prerequisites: NUR 304, NUR 306 and GRO 325. Offered online.

NUR 402 Community Health Nursing (3 credits)

This course focuses on culturally diverse populations and aggregates in communities to achieve an optimum level of wellness. Special emphasis is placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and development processes. Students

gain skills needed to influence policy and to support the changes in a community context. They examine healthcare reform and its impact on communities, evaluate policies that influence the structure, financing, and quality in health care, and examine healthcare delivery from a global perspective. Through discussions and other activities, students examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and population health outcomes as well as ways to advocate for promotion and preservation of population health. This course includes 20 hours of practice experience activities. Prerequisites: NUR 304 and NUR 306. Offered online.

NUR 404 Nursing Care and Management of Chronic Illness and Disability   (3 credits)
This course focuses on the interrelationship among functioning, health, and disability, which is analyzed within a biopsychosocial context. Pathophysiological, psychosocial, and functional aspects of chronic health conditions, across the lifespan and linked to the following physiological systems, are presented: respiratory, cardiovascular, neurological, gastrointestinal, renal, endocrine, immune/ inflammatory, hematological, and skeletal/integumentary. The Chronic Care Model (CCM), multidisciplinary care, and current therapeutic modalities and disease management for these conditions are explored. Development of evidence-based, community-focused chronic illness nursing assessment, care plans, and interventions, including care coordination strategies, is emphasized. Prerequisites: NUR 400, and NUR 402. Offered online.

NUR 406 Leading and Managing in Nursing (3 credits)
To effectively transition from a clinical nursing role to leadership, nursing professionals must possess business savvy and specialty skills that allow them to meet the demands an evolving and changing industry while maintaining the caring competencies of the nursing profession. This course introduces and reinforces group-promoting teamwork, leadership, delegation, supervision, healthcare

ethical decision-making processes, strategic planning, and business negotiation. This course includes 20 hours of practice experience activities. Prerequisites: NUR 304 and NUR 306. Offered online.

NUR 492 Capstone I: Nursing Practice Improvement Inquiry (3 credits)
This course, and its companion, NUR 493 492, represent the culmination of learning in the nursing program, and provide students an opportunity to synthesize and demonstrate knowledge of biopsychosocial health alterations and health promotion with clients across multiple practice settings, with an emphasis on patient population/community practice, the importance of culture and diversity in nursing practice, health policy, knowledge of nursing leadership, intra- and interprofessional collaboration, ethics, and research. Integrated knowledge and skills will be demonstrated through the development of a capstone project proposal related to the identification and critical, evidence-based, research exploration of a nursing practice problem, and strategies for quality improvement in the areas of health informatics, leadership and management, or population/ community health. NUR 492 and NUR 494 includes 30 hours of practice experience activities. Prerequisites: NUR 404, NUR 406, and permission of the program chair. Offered online.

NUR 494 Capstone II: Nursing Practice Improvement and Evaluation (3 credits)
Demonstration of integrated theoretical, research, and evidence-based practice knowledge and skills is foundational to the role of the professional, bachelor's-prepared nurse. The student will utilize the capstone project proposal developed in NUR 492 to develop a comprehensive improvement plan for the identified nursing practice problem, which encompasses best practices utilizing: quality and safety in patient care, nursing informatics, health policy, community/population health, nursing leadership, ethical and professional standards, and integration of theory. The plan will include strategies for evaluating its identified outcomes.