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.

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).

**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 enrolling in 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.

<table>
<thead>
<tr>
<th>Ashford University Course</th>
<th>TeacherReady Lesson Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 590</td>
<td>1 and 2</td>
</tr>
<tr>
<td>EDU 591</td>
<td>3 and 4</td>
</tr>
<tr>
<td>EDU 592</td>
<td>5</td>
</tr>
<tr>
<td>EDU 593</td>
<td>6 and 7</td>
</tr>
</tbody>
</table>

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**

**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](http://www.ashford.edu/pd/omase).

**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 334-333-8567 or [www.alsde.edu](http://www.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 who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama
professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at 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)
- 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.
Master of Arts in Teaching and Learning with Technology

Degree Focus
The Master of Arts in Teaching and Learning with Technology focuses on developing expertise in designing, implementing, and facilitating Instructional Technology in a variety of learning environments. Learners connect theory and practice in the design of learning solutions for a digital age. Competencies build knowledge and skills to integrate current and emerging instructional technologies into educational and professional settings. Professional opportunities include instructional technology leaders, consultants and coaches, online educators, school or college technology experts, and educational entrepreneurs. 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/omtl.

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 Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-353-8567 or www.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 who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

Georgia Students: 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 Students: 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 Teaching and Learning with Technology graduates will be able to:

1. Generate a shared and learner-focused instructional vision;
2. Synthesize data to draw conclusions that inform the design of effective learning solutions;
3. Design effective learning solutions by blending theory and accepted practice;
4. Create strategies for safe, legal, and ethical use of digital information and technology;
5. Propose solutions for equitable access to digital tools and technology;
6. Construct solutions specific to target audiences and learning environments;
7. Facilitate effective and engaging learning events; and
8. Prescribe a variety of technologies for teaching and learning in a digital world.

Note: Program outcomes for the Master of Arts in Teaching and Learning with Technology have been adopted from the NETS*T standards (National Educational Technology Standards for Teachers) that serve as nationally recognized professional standards.

Core Requirements (15 credits)
- EDU 648 Teaching & Learning with Technology (3 credits)
- EDU 652 Instructional Design & Delivery (3 credits)
- EDU 671 Fundamentals of Educational Research (3 credits)  Prerequisite: EDU 652 or EDU 620
- EDU 658 Instructional Leadership (3 credits)
- EDU 697 MATLT Capstone (3 credits)

Specialization Requirements (15 credits)

Standard Specialization
- EDU 655 Trends & Issues in Instructional Design & Technology for Online Learning (3 credits)
- EDU 656 Technology Solutions for Just in Time Training & Learning (3 credits)
- EDU 679 Technology Solutions for Organizational Improvement (3 credits)
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)
- EDU 649 Technologies for Teaching & Learning (3 credits)

Online Educator Specialization
- EDU 600 Introduction to Online Learning (3 credits)
- EDU 602 Assessing Knowledge and Skills in the Online Learning Environment (3 credits)  Prerequisite: EDU 600
- EDU 601 Promoting Student Success in the Online Learning (3 credits)  Prerequisite: EDU 602
- EDU 609 Online Teaching Internship (3 credits)  Prerequisite: EDU 601
- EDU 651 Collaboration & Learning in a Virtual Environment (3 credits)

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

- The approved program consisting of 30 credits; and
- A minimum cumulative 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 Teaching and Learning with Technology.

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.

College of Health, Human Services, and Science: Graduate Programs and Requirements

Master of Arts in Health Care Administration

Degree Focus
The Master of Arts in Health Care Administration prepares graduates to assume leadership and management positions in health care organizations. The program incorporates integration and application of health care theories and concepts across the domains of organizational health care. Topics addressed throughout the program are: management, finance, accounting, economics, administrative leadership, quality improvement, risk management, health policy, law, ethics, strategic planning, information systems, statistical reasoning, and human resources. 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/omhca.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration or specialization. Further, Ashford University does not guarantee that any professional organization will accept a graduate’s application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining
licensure, certification, or employment in this field of study.

Program Outcomes
Master of Arts in Health Care Administration graduates will be able to:

1. Apply health care financial and accounting concepts in organizational decision making;
2. Apply principles of leadership in the developing of strategic goals, achieving organizational outcomes, and modeling professional values;
3. Formulate health care decisions consistent with legal and ethical standards;
4. Utilize health care information technology and statistical reasoning in organizational planning and decision-making;
5. Demonstrate sensitivity to diversity in the health care setting;
6. Evaluate health care outcomes using quality improvement and risk standards;
7. Apply health care economic perspectives in the interpretation of health policy;
8. Apply problem-solving approaches in the resolution of health care issues; and
9. Communicate the responsibility of a health care professional remaining current in their professional knowledge.

Course Requirements (36 credits)
- MHA 601 Principles of Health Care Administration (3 credits)
- MHA 622 Health Care Ethics & Law (3 credits)
- MHA 620 Health Policy Analyses (3 credits)
- MHA 630 Global & Population Health Comparative Systems (3 credits)
- MHA 616 Health Care Management Information Systems (3 credits)
- MHA 610 Introduction to BioStatistics (3 credits)
- MHA 612 Financial & Managerial Accounting (3 credits)
- MHA 618 Health Economics (3 credits)
- MHA 624 Continuous Quality Improvements & Risk Management (3 credits)
- MHA 628 Managed Care & Contractual Services (3 credits)
- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)
- MHA 690 Health Care Capstone (3 credits)

Graduation Requirements
To be eligible for the Master of Arts in Health Care Administration degree, a student must successfully complete the following:
- The approved program consisting of 36 credits; and
- A minimum cumulative 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 Health Care Administration.

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.

Master of Arts in Psychology

Degree Focus
The Master of Arts in Psychology program guides students through an in-depth exploration of the discipline. At the core of the program is the “generalist model,” a conceptual framework emphasizing an understanding of the processes that underlie human experience and behavior, as well as core knowledge, theories, and research in the field of psychology. 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/omapsy.

Special Terms and Conditions: The Master of Arts in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional. Ashford University does not guarantee that any professional organization will accept a graduate’s application to sit for any exam for the purpose of professional certification or licensure. Students seeking licensure or certification in the field of psychology should carefully research the requirements prior to enrollment. Requirements vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Washington Students: This program may not necessarily qualify a student for licensure in Washington State. All Washington students should contact the Health Professions Quality Assurance Division of the Washington Department of Health at (360) 236-4700 to inquire about the criteria for licensure.

Program Outcomes
Master of Arts in Psychology graduates will be able to:
1. Apply ethical principles and standards of psychology to academic and professional activities;
2. Explain psychological concepts using the professional standards of the discipline;
3. Analyze major concepts, theories, methodologies, and historical trends in psychology;
4. Evaluate the scientific merit of the professional literature in psychology; and
5. Integrate psychological theory and research.

Core Requirements (36 credits)
- PSY 600 Introduction to Graduate Study in Psychology (3 credits)
- PSY 605 Developmental Psychology (3 credits)
- PSY 610 Applied Social Psychology (3 credits)
- PSY 615 Personality Theories (3 credits)
- PSY 620 Learning & Cognition (3 credits)
- PSY 625 Biological Bases of Behavior (3 credits)
- PSY 630 Psychopharmacology (3 credits)
- PSY 635 Research Design & Methods (3 credits)
- PSY 640 Psychological Testing & Assessment (3 credits)
- PSY 645 Psychopathology (3 credits)
- PSY 650 Introduction to Clinical & Counseling Psychology (3 credits)
- PSY 699 Master of Arts in Psychology Capstone (3 credits)

Graduation Requirements
To be eligible for the Master of Arts in Psychology 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 Psychology.

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.

College of Liberal Arts:
Graduate Programs and Requirements

Master of Science in Criminal Justice

Degree Focus
The Ashford University Master of Science in Criminal Justice program prepares students for professional careers in the field of criminal justice. The rapid advancement of technology and the specter of terrorism have created an expanding need for criminal justice professionals with advanced skills to grapple with the criminal justice issues of the 21st century.

The Master of Science in Criminal Justice program develops students' knowledge and skills in the areas of criminal law, criminal justice, forensics and crime scene investigations, cybercrime and technology, management, constitutional processes, ethics, victimology, comparisons of criminal justice systems, and other current and related topics. The Master of Science in Criminal Justice program also provides students with an understanding of social problems and social responsibility perspectives. 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/omscj.

Special Terms and Conditions: Successful completion of this program by itself may not qualify a student for employment with a federal, state or local law enforcement agency. State and local police agencies require training and certification specified by the individual state’s Police Officer Standards and Training (P.O.S.T.) Board and are often provided post-hire at a police academy. Other federal, state and local agencies as well as private entities have individualized requirements. Prospective students are advised to contact individual agencies and state’s P.O.S.T. boards for additional information relating to these requirements. Students seeking licensure or certification in a particular profession are strongly encouraged to carefully research the requirements prior to enrollment. Requirements may vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Please note: The Master of Science in Criminal Justice, Forensic Science specialization is not intended to prepare students for direct employment as forensic investigators or analysts. The Forensic Science specialization is not a pathway to employment as a forensic scientist. In addition, the Forensic Science specialization is not intended to
prepare students for professional examinations required as a function of employment in the capacity of forensic investigator or analyst.

Program Outcomes

Master of Science in Criminal Justice graduates will be able to:

1. Analyze the major systems of criminal justice and how the functions of police, prosecution, courts, and corrections are interrelated;
2. Evaluate the issues and management of personnel administration in criminal justice;
3. Analyze the judicial processes of the U.S. Constitution;
4. Explain ethical issues within the criminal justice system;
5. Evaluate research regarding criminal justice and public policy and its effect on society, victims, and rehabilitation;
6. Apply forensic methods and crime scene investigation to real-world situations; and
7. Assess research and methods used to investigate a key empirical or theoretical issue relating to criminal justice.

Program-Specific Requirements

Master of Science in Criminal Justice students who submit official transcripts indicating that they have earned an undergraduate degree in criminal justice or have successfully completed undergraduate coursework in criminal justice, criminal law and constitutional law with a grade of C or higher will be exempt from the requirement to take CRJ 501 Criminal Justice, Criminal Law & the Constitution. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

Core Requirements (30 credits)

- *CRJ 501 Criminal Justice, Criminal Law & the Constitution (3 credits)
- CRJ 510 Criminal Justice Policy & Theory (3 credits)
- CRJ 512 Criminological Theory (3 credits)
- CRJ 514 Constitutional & Judicial Processes (3 credits)
- CRJ 520 Research Methods in Criminal Justice (3 credits)
- CRJ 522 Psychological Factors in Criminal Justice (3 credits)
- CRJ 524 Ethics in Criminal Justice (3 credits)
- CRJ 613 Comparative Criminal Justice Systems (3 credits)
- CRJ 615 Victimology (3 credits)
- CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice (3 credits)

*Students who waive CRJ 501 are required to take 36 total program credits in order to meet graduation requirements.

Specialization Requirements (9 credits)

Cybercrime & Technology Specialization

- CRJ 621 Cybercrime Investigation (3 credits)
- CRJ 626 Computer Forensics (3 credits)
- CRJ 631 Security & Protection for Cybercrime (3 credits)

Forensic Science Specialization

- CRJ 622 Introduction to Forensic Science (3 credits)
- CRJ 627 Advanced Forensic Science (3 credits)
- CRJ 632 Crime Scene Investigation & Management (3 credits)

Homeland Security Specialization

- CRJ 623 Homeland Security (3 credits)
- CRJ 628 Terrorism: Threats & Strategy (3 credits)
- CRJ 633 Risk Assessment (3 credits)

Law Enforcement & Corrections Administration Specialization

- CRJ 620 Organizational Behavior in Law Enforcement & Corrections (3 credits)
- CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators (3 credits)
- CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators (3 credits)

Graduation Requirements

To be eligible for the Master of Science in Criminal Justice degree, a student must successfully complete the following:

- The approved program consisting of 39 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 Science in Criminal Justice.

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.
SECTION EIGHT: COURSE DESCRIPTIONS

Not all courses are offered in all modalities or with the same frequency. Please reference the academic programs sections of the Catalog to find a list of courses offered and/or required in each degree program. Course prerequisites may also be listed in the individual program sections.

Course descriptions that reference “successful completion” of a prerequisite course assume the student will have earned a grade of “C-” or higher, unless otherwise noted in the program requirements. Term offerings are subject to change.

Course Numbering System

While many courses cross lines between class levels, the following offers a general correlation between course numbers and grade levels:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Course Number Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>100–299</td>
</tr>
<tr>
<td>Upper Division</td>
<td>300–499</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>500–699</td>
</tr>
</tbody>
</table>

Ashford University awards semester credit hours.

ABS Applied Behavioral Science

ABS 200 Introduction to Applied Behavioral Science 3 Credits
This course provides an introduction and overview of the application and use of applied behavioral science. Basic terms and definitions are reviewed, and students are introduced to the varied components of applied behavioral science. Topics covered include definition of the field, sub-specialties, and real world applications, and aspects of the field.

ABS 415 Leadership & Ethics in a Changing World 3 Credits
This course examines leadership and ethics from a broad perspective, and includes an overview of key leadership theories. Students explore leadership characteristics and values as applied to ethical decision making, and challenges, as well as in regard to their own lives. Also included is an exploration of future leadership trends in a dynamic evolving world.

ABS 417 Community Organizing & Development 3 Credits
This course examines methods, techniques, and theories involved in working with people to solve problems in community-based settings.

ABS 497 Applied Behavioral Sciences Capstone 3 Credits
This course provides the opportunity for the synthesis and application of content learned throughout the degree program. Students complete a project that demonstrates application of concepts presented throughout the degree coursework. Prerequisite: Successful completion of the General Education Capstone course.

ACC Accounting

ACC 201 Principles of Financial Accounting 3 Credits
This course is an introduction to financial accounting for non-accounting business majors. Emphasis is on accrual accounting procedures and the development and use of financial statements. Students who successfully complete ACC 201 may waive ACC 205, in approved circumstances.

ACC 202 Principles of Managerial Accounting 3 Credits
This course is an introduction to managerial and cost accounting concepts for the non-accounting business major. Emphasis is placed on managerial planning and control, cost behaviors, budgeting, and performance analysis. (Equivalent to ACC 208). Students who successfully complete ACC 202 may waive ACC 206, in approved circumstances.

ACC 205 Principles of Accounting I 3 Credits
Introduction to the principles and procedures of general financial accounting with an emphasis on reporting to individuals outside the organization. Development of accounting reports on an accrual basis.

ACC 206 Principles of Accounting II 3 Credits
Primarily covers the principles of managerial accounting. Emphasis on reporting to individuals inside the organization. Major concepts include job order costing, process costing, budgets and standards, and statement analysis. Prerequisite: ACC 205.

ACC 208 Accounting for Managers 3 Credits
This course is designed to explain how data can be interpreted and used by managers in making decisions. Additionally, this course introduces the student to the analysis and interpretation of financial reports. (Equivalent to ACC 202).

ACC 281 Accounting Concepts for Health Care Professionals 3 Credits
This course is designed as an applied managerial and financial accounting course, designed to provide health care decision-makers with fundamental concepts of health care accounting practices and procedures. Prerequisites: Successful completion of Mathematical and Information Technology competencies. (Cross-listed as HCA 281.)

ACC 305 Intermediate Accounting I 3 Credits

ACC 306 Intermediate Accounting II 3 Credits
A continuation of ACC 305. Covers the rest of the balance sheet: current liabilities, long-term liabilities, leases, pensions, and contributed capital retained earnings. Other topics include non-operating income, earnings per share, statement of changes in financial position, and impact of changing prices. Prerequisite: ACC 305.

ACC 310 Cost Accounting I 3 Credits
Covers traditional “cost” concepts: factory overhead, cost accumulation, job order cost system, process cost system, joint product and byproduct costing, standard costs and variances. Prerequisite: ACC 206.

ACC 380 Accounting for Not-for-Profit Organizations 3 Credits
Examines the differences in accounting between not-for-profit and for-profit organizations. Accounting for funds including general funds, special revenue funds, capital projects funds, debt service funds, special assessment funds, internal service funds, enterprise funds, fiduciary funds, the general fixed asset group of accounts, and the general long-term debt group of accounts. Prerequisite: ACC 206.

ACC 401 Federal Income Taxes I 3 Credits
A study of federal income tax laws and their application to individuals, partnerships, and corporations. Prerequisite: ACC 205.

ACC 407 Advanced Accounting 3 Credits
Primarily a course dealing with combined business entities. Topics include mergers, acquisitions and combinations, consolidated financial statements, intercompany profit, changes in equity, international operations, and partnerships. Prerequisite: ACC 406 and ACC 310.
ACC 410 Auditing 3 Credits
Principles, procedures, and standards of public accounting. Emphasis on auditor’s working papers and submission of audit statements. Prerequisites: ACC 306 and ACC 310 and successful completion of the General Education Capstone course.

ACC 610 Advanced Federal Taxation 3 Credits
This course explores advanced managerial and cost accounting topics as they relate to problem solving skills for managers. Topics include activity based costing, activity based management, cost of quality, theory of constraints related to capacity planning and new emerging practices that support management decision making.

ACC 611 Advanced Tax Research 3 Credits
This course is designed with an emphasis on developing research skills related to complex tax issues. The focus is on interpretation of tax law and finding support for various positions on difficult tax issues related to a variety of businesses, personal and estate tax issues.

ACC 612 Advanced Financial Accounting 3 Credits
This course expands on the basic financial reporting concept with a focus on business combination reporting for corporations and partnerships, foreign currency transaction reporting and financial statement translation, and financial statement note disclosure.

ACC 614 Auditing & Fraud Detection 3 Credits
This course will cover the components of the auditing process with a strong emphasis on planning, risk assessment and gathering audit evidence. The course will provide a foundation in the fundamentals of assurance, attestation and auditing.

ACC 615 Current Issues in Advanced Taxation 3 Credits
This course is designed to focus on selected taxation issues relevant to today’s economic climate. Topics will vary based on changing tax law and current political climate with an emphasis on interpretation of new tax regulations and pronouncements.

ACC 616 Forensic Accounting 3 Credits
This course will cover the basic concepts of forensic accounting including identifying, detecting, and preventing fraud. There will be an emphasis on investigating documentary evidence, interviewing witnesses and potential suspects, writing investigative reports and testifying to findings.

ACC 617 Current Issues in Auditing 3 Credits
This course will examine current and advanced issues affecting the auditing profession. Topics will include the study of audit risk, corporate governance, audit planning and execution, special reports and assurance engagements.

ACC 618 Professional Ethics for the Accountant 3 Credits
This course will provide an understanding of the ethics and code of professional conduct provided by the American Institute of Certified Public Accountants (AICPA). In addition, ethical guidelines and codes of conduct endorsed by other professional accounting organizations such as the Institute of Managerial Accountants will be introduced.

ACC 622 Accounting Information Systems 3 Credits
This course will include a review of accounting information systems application controls and internal control. Topics include hardware and software concepts, application internal controls, internal control procedures, integrated audit software, general ledger software, Sarbanes-Oxley (SOX) internal control requirements and required company and audit documentation.

ACC 626 Accounting in a Global Environment 3 Credits
This course will include the study of an entity reported as either a multinational company or an entity whose reporting obligations to stakeholders are located in a country other than that of the reporting entity. Conceptual and practical applications of accounting are investigated from a global perspective. Special emphasis is placed on managing multinational enterprises with respect to how accounting applies to global strategies and the key accounting issues that influence multinational decision making. In addition, a detailed investigation on the convergence of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) are covered in this course. Also discussed are the effects of financial reporting, international taxation, and international financial statement analysis on a multinational reporting entity.

ACC 630 Advanced Government & Non-Profit Accounting 3 Credits
This course introduces specialized accounting principles applicable to state and local governments and other non-profit organizations. Emphasis will be on fund accounting and students will gain an understanding of the differences between private and public sector accounting.

ACC 640 Advanced Managerial & Cost Accounting 3 Credits
This course explores advanced managerial and cost accounting topics as they relate to problem solving skills for managers. Topics include activity based costing, activity based management, cost of quality, theory of constraints related to capacity planning and new emerging practices that support management decision making.

ACC 695 Accounting Capstone 3 Credits
This course is designed to bring together knowledge gained from the previous program courses and allow the student to demonstrate how the various components of an accounting system work together. Broadly the course encompasses complex accounting concepts, financial statement reporting, taxes, risks, information systems, auditing, business law, and ethics.

ACC 697 Audit Capstone 3 Credits
This course is designed to bring together knowledge gained from the previous program courses. Broadly the course emphasizes complex auditing concepts and will also encompass accounting concepts, financial statement reporting, taxes, risks, information systems, business law, and ethics.

ANT Anthropology

ANT 101 Introduction to Cultural Anthropology 3 Credits
Students explore culture in its role of guiding human behavior and providing social order, structure, and stability for individuals and groups of people. Culture is presented as a system of adaptation involving beliefs, behavior, language, customs, socio/political strategies, traditions, and technology that evolve over time. Recommended prerequisite: ENG 122.

ANT 202 Human Origins & Prehistory 4 credits
This course will introduce students to the anthropological study of human evolution and prehistory. Students will be introduced to the theory of natural selection and to humanity as a member of the primate order. Topics covered will be the human ancestors, the Neolithic revolution, and how humans both differ and are similar to other primates.

ANT 234 Family, Kin, & Groups 3 Credits
The course explores kinship systems, ethnicity, neighborhood and other social arrangements in various cultural settings through the reading of selected ethnographic materials. Students will study the kinship on a cross-cultural and worldwide basis, beginning with immediate social ties in familial contexts to broad connotations in ethnic, national, and universal domains. Recommended prerequisite: ENG 122.

ANT 307 Anthropology of War 3 Credits
An examination of the nature of war, primarily as it occurs in pre-industrial societies, and a survey of the anthropological explanations regarding this phenomenon. Emphasis is on understanding the complexity, variability, and cultural embeddedness of war as it occurs around the world. Prerequisite: ANT 101.
ANT 340 Anthropological Theory 3 Credits
This course explores anthropological theory in a historical perspective focusing on the rise of a distinct anthropological perspective on the comparative study of human societies and cultures. The course will detail various theoretical models developed in the 19th and 20th centuries to explain the similarities and differences in cultural systems. Prerequisite: ANT 101.

ANT 343 Language, Culture, & Communication 3 Credits
This course is an introduction to the study of the relationship of language and culture, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation, and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, and pragmatics. Prerequisite: ANT 101.

ANT 347 Urban Anthropology 3 Credits
This course is an introduction to urban anthropology, with an emphasis on rural-urban migrations, adjustment and assimilation of urban migrants, urban kinship and family structure, poverty culture, rural-urban typologies, and the application of anthropological methods to the study of urban societies. Prerequisite: ANT 340 or SOC 315.

ANT 348 Native American Anthropology 3 Credits
This course examines the nature and distribution of North American Indian cultures from the pre-Columbian period to the present. Through the use of archeological, anthropological, and contemporary community studies, this course will explore the diversity of traditional North American Indian and Inuit cultures and the adaptation of indigenous peoples to America. Prerequisite: ANT 340.

ANT 351 Anthropology of Religion, Magic, & Ritual 3 Credits
This course examines the nature of religious belief systems, myth and ritual, witchcraft, and magic and sorcery in various societies of the world. These behavioral and symbolic forms exist or have existed in virtually all human societies and cultures. In this course, students will study many different belief systems, define these entities, and develop an understanding of how they work in societies. The differences among traditions in nation states on cultures and political systems will be explored. Prerequisite: ANT 101.

ANT 353 Anthropology of Gender 3 Credits
This course examines cross-cultural analysis of gender roles, while focusing on non-Western societies, using data from other societies to better understand the gender system of our own culture. Issues include status of women and men, the meaning of “femininity” and “maleness” historically and in contemporary society. Gender roles, transnational migrations, social movements, international relations and religion are explored. Prerequisite: ANT 340.

ANT 462 Anthropological Research Methods 3 Credits
The course introduces students to the research methods of cultural anthropology. Students will learn such techniques as participant observation, informal and formal interviewing, ecological mapping, genealogy and oral history, social network analysis, use of archival documents, and photographic and audio documentation. The perspective guiding the course is ethnography as an empirical, scientific approach that describes social and cultural aspects of human life. Prerequisite: ANT 340.

ANT 464 Applied Anthropology 3 Credits
This course introduces the use of anthropological and its application to problem solving in the areas of cultural dynamics, public policy, and contemporary social problems such as health, housing, nutrition, and education. Students will learn how anthropologists conduct research to address issues and solve problems facing living communities across the globe. Prerequisite: ANT 340.

ANT 499 Ethnographic Study Capstone 3 Credits
This course will provide an overview of the ways in which anthropologists have studied and written about distinct cultural systems in numerous world regions. Using ethnographic case studies, the course explores how diverse cultural groups confront such issues as gender roles, political organization, economic strategies, and colonial systems. Particularly attentive to the problems of conducting ethnographic research in a changing world characterized by transnational ties, the course is meant to form the capstone experience for anthropology majors. Prerequisite: ANT 462 and Successful completion of the General Education Capstone course.

ART Art

ART 101 Art Appreciation 3 Credits
A survey course providing an overview of the history of Western Art and the principles of art as they relate to society. Students are encouraged to discover personal interests through their own research on historical or contemporary styles and themes in art.

ART 305 Drawing III 3 Credits
This course builds on the basic drawing and composition skills gained in Drawing II but with an emphasis on advanced drawing techniques and skills. The course allows the necessary time for students to fully develop personal interests in terms of specific drawing media and subject matter. Students are encouraged to draw from their imagination and practice illustrating.

BUS Business

BUS 114 Principles of Supervision 3 Credits
This course studies the principles and activities of supervising and motivating personnel in a variety of organizational contexts. Emphasis will be placed on the human interaction in supervision.

BUS 117 Introduction to Organizational Dynamics 3 Credits
This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

BUS 119 Principles of Personal & Organizational Leadership 3 Credits
This is a leadership skills development course. This course provides an overview and introduction to leadership principles and leadership applications in various organizational settings. It examines the concept of leadership, leadership styles, traits, and types, and the evolution of leadership behaviors observed during recent generations.

BUS 201 Principles of Management 3 Credits
This course is an introduction to the nature and problems of management and organizations, leadership and control. The relationships between the needs of the individual, the organization and society are examined. (Equivalent to MGT 330.)

BUS 215 Personal Financial Management 3 Credits
This course provides an introduction to the field of personal financial management and planning, focusing on the tools individuals and families employ to manage their financial affairs.

BUS 226 Introduction to Personnel Administration 3 Credits
This course examines relationships and issues in personnel administration within a broad range of organizations. Students study personnel management, organizational development, recruitment and selection, performance management systems, discipline, and collective bargaining.

BUS 235 Introduction to Marketing 3 Credits
This course is an introduction to marketing principles, concepts and theories that define the marketing discipline. Basic marketing strategies relating to product, price, promotion and distribution, cultural trends, societal behavior, technology, and legal environments that influence effective marketing decisions are examined.
COURSE DESCRIPTIONS

BUS 250 Corporate & Social Responsibility 3 Credits
This course explores philosophic perspectives for understanding the meaning of corporate responsibility in society, and considers the leadership roles of managers in implementing corporate and social responsibilities. Topics include use of power, government regulations, environmental issues, employee rights and responsibilities, consumer protection, and ethical integrity.

BUS 303 Human Resource Management 3 Credits
An introduction to the field of human resource management. Topics to be discussed include communication, motivation, and management of personnel. The course will include a review of current standards and practices as well as the legal environment as it pertains to the human resource field. (Equivalent to MGT 445.)

BUS 307 Operations Management & Quantitative Techniques 3 Credits
A survey of relevant quantitative techniques commonly used in accounting, business, and information systems. Topics will vary but, typically, elementary probability theory and applications, decision theory, and linear programming are included. Prerequisite: Fulfillment of the General Education Mathematical competency.

BUS 308 Statistics for Managers 3 Credits
This course examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. Additionally, the course focuses on the utilization of statistical methods as applied to business problems and operations. Prerequisite: Fulfillment of the General Education Mathematical competency.

BUS 311 Business Law I 3 Credits
Introduction to the legal environment of business in the United States. Examination of the Constitution, administrative law, contracts, agency, and the protection of competition, consumers, employers, investors, the environment, and international trade.

BUS 317 Introduction to Advertising 3 Credits
This course is designed to introduce students to the field of advertising as a promotional force with emphasis on institutions, planning, strategic practices, and tactical decisions made by advertising executives. It will also explore the various career opportunities including account executive, media buying, copywriting, production, and research.

BUS 318 Organizational Behavior 3 Credits
This course is designed to develop the student's skills in the understanding of factors that affect how individuals and groups act and interact with one another and with management. It also looks at how organizations manage their internal environment with the aim of improving productivity, efficiency, and communications among members. Prerequisite: BUS 201 or MGT 330.

BUS 319 The Social Responsibility of Organizations 3 Credits
This course is designed to provide students with insights into the complex environment that organizations of any size operate. Organizational leaders' and organizational members' responsibility to use ethical thinking to balance stakeholder interests with organizational duty are examined. Modern managers and leaders face increasing demands in local, regional, national, and global environments with competing value expectations. The values and beliefs of organizational members fundamentally impact the success of the organization. In this course, students will gain appreciation for and understanding of social responsibility of the organization under such conditions. Prerequisites: ENG 121 and ENG 122.

BUS 323 Risk Management & Insurance 3 Credits
In this course, students study identification and quantification of risk, the span of methods of handling risk, and common contracts for managing risk. Common commercial/industrial situations and personal risk management situations are addressed.

BUS 330 Principles of Marketing 3 Credits
The methods used by producers of goods and services to determine and satisfy the wants of society. An examination of external and internal environments that impact marketing decisions, the basic elements of a marketing program, and issues in ethics and social responsibility. (Equivalent to MGT 350.)

BUS 336 Marketing Strategy 3 Credits
The objective of this course is to advance the students' ability to develop, implement, and critically evaluate the marketing strategy for a product or service. It will provide the conceptual frameworks and hone the analytical and creative skills that are necessary to define and develop superior value, persuasively communicate that value, profitably deliver it to a carefully selected target market, and sustain both the value and the profitability in the face of ever-changing customer needs and competitive offerings.

BUS 337 Principles of Retail Management 3 Credits
Principles and practices used in management of retail businesses. The course covers topics such as site selection, layout, organization, staffing, positioning, customer service, promotional techniques, and all aspects of the critical buying function.

BUS 339 Marketing Research 3 Credits
Study and analysis of the marketing information system. Includes the organizational characteristics of marketing research, basic tools and procedures, and management science applications.

BUS 340 Business Communications 3 Credits
Every aspect of contemporary business communications — from determining what information to communicate to processing information and sharing it — depends on technology. Students will learn to compose, format, and manage business letters, memos, reports, email, and resumes. Students will use software to access information and to evaluate the quality of the information they receive. Students will create electronic presentations to communicate information.

BUS 342 Financial Planning & Practice 3 Credits
This course is a study of the various aspects of family financial planning from the perspective of the financial planning professional. It introduces the legal and regulatory issues affecting financial planners, defines the client-planner relationship, and prepares the planner to conduct family financial analysis. Emphasis is on providing students with the knowledge and tools necessary to help families make informed financial decisions.

BUS 343 International Marketing 3 Credits
Examination of cultural, economic, and political factors that affect marketing of goods and services worldwide. Emphasis is on adapting the marketing strategies of domestic marketers to international operations and the institutional structure that exists in international markets. Marketing strategies of firms operation within these markets are also examined.

BUS 350 Consumer Behavior 3 Credits
This course illustrates the psychological, socio-cultural, and decision-making aspects of consumer behavior. Students study behavioral concepts, motivation, and the role of consumer behavior in our society.

BUS 352 e-Business 3 Credits
An introduction to the fundamental concepts used in e-business and e-commerce. This course identifies and describes the wide range of applications in business. It explains what the Internet is and how it can be used for business applications in a competitive environment.

Through Internet labs, this course will compare various Web strategies of current businesses. Students need to be proficient in using the Internet to find information.

BUS 357 International Business 3 Credits
Students examine functional areas of business from an international perspective. The importance of differing cultural and political assumptions in business is also addressed. (Equivalent to BUS 403.)
BUS 362 Introduction to Entrepreneurship 3 Credits
This course introduces students to the opportunities and challenges associated with the creation and management of entrepreneurial organizations. The course focuses on the issues associated with starting and managing a new venture including recognizing opportunity, basic business planning, essential human resources management, introductory marketing, legal issues, location selection, funding, buying a business as well as discussing various exit strategies.

BUS 365 Creativity & Innovation 3 Credits
This course focuses on creativity and innovation as a process in organizations. The course also examines how individuals can be innovative in organizations and the challenges of building innovative organizations. Prerequisite: BUS 362.

BUS 368 Venture Capital & Banking 3 Credits
This course examines financing the start-up of a new venture, from bootstrapping with personal resources or bank debt to equity investment by angel investors or venture capitalists. The course also covers the four main aspects of venture capital: valuation, deal structuring, governance, and harvesting. Prerequisite: BUS 362.

BUS 370 Organizational Development 3 Credits
The course overviews how, why, and when to integrate the behavioral sciences with human resources management principles to increase individual and organizational effectiveness. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes. Prerequisite: BUS 201 or MGT 330 or HCA 459.

BUS 372 Employee & Labor Relations 3 Credits
This course provides students with both the common and complex issues related to human behavior in the workplace as it relates to employee relations, and an examination of relationships among unions, workers, management, laws and government regulation. Prerequisite: BUS 303.

BUS 375 Employee Training 3 Credits
This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. Prerequisite: BUS 303.

BUS 378 International Business Law 3 Credits
This course focuses on the legal environment associated with international commercial transactions, including an analysis of major Western and non-Western legal traditions and the supranational law of the European Community, a detailed analysis of the negotiation, formation, enforcement, and financing of international sales contracts, an analysis of international trade regulation, analysis of methods of regulating global competition, and of the protection of business property rights in international transactions.

BUS 401 Principles of Finance 3 Credits
Basic corporate finance is presented with the emphasis on risk and return, bond and equity markets, valuation of bonds and equities, present value analysis, internal rate of return analysis, and project analysis using the weighted average cost of capital. Prerequisites: ACC 205 or ACC 208 or ACC 281 and fulfillment of the General Education Mathematical competency. (Equivalent to BUS 320.)

BUS 402 Strategic Management & Business Policy 3 Credits
A case-based course that discusses the set of managerial decisions and actions that determines the long-run performance of a company. The course includes environmental scanning, strategy formulation, strategy implementation, and evaluation and control. Prerequisites: BUS 201 or MGT 330, ACC 205, and ECO 203 or ECO 204 and successful completion of the General Education Capstone course.

BUS 405 Principles of Investments 3 Credits
The study and analysis of securities and other forms of investments.

Emphasis is on investment principles from the manager's point of view. Prerequisite: BUS 401.

BUS 421 PR/Marketing Capstone 3 Credits
This course is designed to bring together the knowledge gained through the entire program and permits the student to demonstrate mastery in the various course competencies. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess real-world problems offering realistic solutions. Students will analyze, design, implement, and document an appropriate solution for a capstone project. The project should exemplify the student's ability to apply program outcomes. Prerequisite: Successful completion of the General Education Capstone course.

BUS 427 Sustainable Business Practices 3 Credits
Using readings and cases, students examine business strategies in response to and anticipation of opportunities resulting from shifting economic, political, and environmental conditions including social change, market failures, or interruption of business operations. Compliance and risk management strategies will be emphasized while emphasis focuses on business innovation and business sustainability.

BUS 430 Finance Seminar 3 Credits
Using readings and case studies, students gain understanding of the types of analysis performed and decisions made by the financial managers of corporations, focusing on valuation concepts and managing for value. Students also explore specific financing and investing decisions made by the firm's management to mitigate corporate risk using insurance and financial derivatives; valuation of real options; real estate investment decision; issues and methods of corporate financial management in an international environment. Prerequisite: BUS 405.

BUS 433 New Business Strategy 3 Credits
This course is intended to provide prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm—how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. Prerequisite: BUS 362.

BUS 434 Compensation & Benefits Management 3 Credits
This course reviews the fundamentals of wage and salary programs, including conducting salary surveys, defining compensable factors, adjusting pay structures, evaluating pay differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Prerequisite: BUS 303.

BUS 435 Small Business Ventures 3 Credits
This course explores the strategic planning, operating, financing, legal, career and other business issues found in launching a small business or operating family-owned and managed companies or privately-held firms. Other course topics include the challenge of identifying viable business opportunities, gaining the appropriate business skills and tools to be successful, and defining the capital requirements to operate the business. Prerequisite: BUS 362.

BUS 437 Business Plan Development 3 Credits
This course gives students the opportunity to study the elements of a successful business plan and to put that knowledge to work in creating a comprehensive business plan for a new venture. Prerequisites: BUS 362 and successful completion of the General Education Capstone course.

BUS 439 International Human Resources Management 3 Credits
In this course, students will examine human resources practices in an international business environment. The course also addresses HR strategies and practices to increase organizational effectiveness and efficiency as well as international compliance problems faced by HR professionals.

BUS 441 Retail Pricing Management 3 Credits
The purpose of this course is to provide an in-depth understanding of the issues and considerations in the pricing of retail products, illustrate the role of pricing and product management in achieving strategic retail business goals, and demonstrate the link between pricing and product...
management within the context of the marketing mix within the marketing management process. Prerequisites: ECO 204 and SRV 340.

**BUS 442 Retail Merchandising**  3 Credits
This course addresses the central issues of retailing business while emphasizing issues related to channel options available to the final consumer. The course features concepts applied to both store based (e.g., specialty store, department store, multi-unit retail) and non-store based (e.g., Internet and catalog) retailing channels.

**BUS 445 Total Quality Management**  3 Credits
This course presents quality procedures and concepts for enhancing goods, services and the entire business environment. Students learn various methods of process control and acceptance sampling, including using control charts and sampling plans. Quality planning, assurance and control are covered as parts of a total quality system. Probability and statistical concepts are further explored as related to process control.

**BUS 446 Production Operations Control**  3 Credits
Students analyze production control requirements as applied to both “push” and “pull” production environments. Students further learn to capture data and prepare for product changes in a variety of manufacturing environments.

**BUS 450 International Finance**  3 Credits
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

**BUS 455 Internet & Social Media Marketing**  3 Credits
This course is an introduction to the use of the Internet and social media applications as part of an integrated marketing strategy. Students will be exposed to a variety of alternative media as well as related online marketing tools and strategies. The course will also evaluate how these tools fit into the marketing theoretical framework. Prerequisite: BUS 330.

**BUS 458 Consumer & Family Finance Capstone**  3 Credits
This course provides a link between the traditional advisement services (finance, investment, tax, insurance, retirement planning, trust planning) and the client’s life plan to manage financial affairs. As a final exercise, students complete a model financial plan for a mock client. Prerequisite: Successful completion of the General Education Capstone course.

**BUS 461 Decision Modeling & Analysis**  3 Credits
An introduction to the application of management science techniques and statistical tools to business decisions. Students will learn the assumptions and techniques necessary to apply and to implement solutions from optimization and other decision science models. The focus of the course will be on problem solving, which includes problem definition, problem analysis, evaluation and choice of alternatives, and implementation and evaluation of the decision. Prerequisites: MGT 330, BUS 308 or MAT 332.

**BUS 497 e-Marketing Capstone**  3 Credits
This course discusses the elements of a marketing plan as they are applied in an internet marketing situation. Students will create an e-marketing plan, beginning with an environmental scan and progressing through product strategy, channel strategy, and marketing communication. Prerequisite: Successful completion of the General Education Capstone course.

**BUS 500 General Cost Accounting**  3 Credits
This course covers principles of planning, measuring, recording, and controlling costs in different types of organizations. Key concepts will include cost records, cost behavior and allocation, inventory valuation, product costing, standard costs, responsibility accounting, and cost planning and control. Emphasis is placed on costing analysis, evaluation, and reporting in order to assist management with the decision-making process.

**BUS 501 Financial Accounting & Analysis**  3 Credits
This course is a study of how the firm’s management captures and uses financial information for reporting and analysis to both internal and external stakeholders. Various course topics include the accounting cycle, sources of the information contained in financial statements, time value of money, ratio analysis, the preparation and analysis of income statements, balance sheets, and statements of cash flows.

**BUS 509 Introduction to Quantitative Principles**  3 Credits
This course is an overview of the fundamentals of accounting, finance, and economics. Students will investigate the fundamental principles of accounting through the preparation of financial statements. The basics of managerial finance including the use of net present valuation and fundamental financial ratio analysis will be examined. Students will also explore modern economic systems including an understanding of basic supply and demand, and micro- and macroeconomics systems. Note: This course can be waived if the student has an undergraduate degree in business.

**BUS 600 Management Communications with Technology Tools**  3 Credits
This course is designed to introduce the student to the Ashford University Graduate Business programs, with emphasis upon conceptualizing communication and communication processes in the contexts of organizations and leadership. Emphasis will be on technology, theories and models, qualitative communication research methodologies, and research writing.

**BUS 604 New Business Venture Management**  3 Credits
This course focuses on the important aspects of starting a new business enterprise with emphasis on the challenges faced by the entrepreneur in initiating a business venture and directing its early development. The course also addresses the process of forming business ventures, the identification and evaluation of new venture opportunities, and the development of appropriate entry strategies.

**BUS 605 Venture Capital & Private Equity**  3 Credits
This course will examine the role of finance and the formation of financial strategies needed to support each phase of the business start-up. Sources of equity and debt capital along with entry strategies such as franchising and acquisition are examined. Alternative working capital, capital structure, and investment strategies unique to the start-up are presented.

**BUS 606 Global Comparative Management**  3 Credits
This course reviews management systems within their political, social, and economic environments with a global perspective. This course also emphasizes the managerial processes in a global business environment and provides a strategic assessment of the fundamental issues involved in the management of multinational corporations. Topics include comparative studies of practices of management in foreign nations and examination of the influences of culture on business operations.

**BUS 607 Business Law for the Accountant**  3 Credits
This course involves in-depth study of specific laws and practices as related to contracts, the Uniform Commercial Code, commercial paper, secured transactions, real and personal property, esas, and bankruptcy.

**BUS 610 Organizational Behavior**  3 Credits
This course investigates behavioral factors that affect modern organizations and their management. Topics include group and team dynamics, organizational structure, motivation, leadership, power, and change management.

**BUS 611 Project Planning & Management**  3 Credits
This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management, project organizations and
COURSE DESCRIPTIONS

BUS 612 Advanced Project Procurement 3 Credits
This course emphasizes a hands-on approach to using project management knowledge areas to facilitate scheduling, estimating, tracking and controlling the schedule and costs of the project. A project baseline will be set so that actual schedule and cost variances can be compared to the project baseline and corrective actions can be developed to address the variances. In this course students will learn about the legal, ethical, and fiscal considerations in procurement and contracts. Students will examine ways of identifying, evaluating and mitigating risk in scheduling, cost control, contracting and procurement.

BUS 616 International Business 3 Credits
This course studies the major functional business areas in a global context. Taking into consideration socio-political structural differences, the multinational corporation is investigated with applications in management, finance, marketing and operations.

BUS 620 Managerial Marketing 3 Credits
This course examines the marketing function, focusing on the managerial application of marketing tools and methodology. Emphasis is placed on marketing decisions associated with allocating organizational resources including: product development and design, pricing, promotional strategies, and distribution based activities. Course coverage includes the marketing concept, buyer psychology, strategic planning and implementation of marketing plans.

BUS 630 Managerial Accounting 3 Credits
This course studies the role and major functions of the managerial accountant within the organization. Students of managerial accounting should not only be able to produce accounting information but also understand how managers are likely to use and react to that information. The goal of this course is to acquaint students of business with the fundamental tools of management accounting and to promote their understanding of the dramatic ways in which the field is changing. The emphasis through the text and course is on using account information to help manage an organization. Some topics covered in this course include: cost management, various budgeting theories and techniques, and decision-making processes. Prerequisite: BUS 591 or equivalent.

BUS 631 Integrated Supply Chain Management 3 Credits
Study and analysis of supply chain management for products/services and the dynamic interaction of companies within an integrated supply chain. Topics include factors guiding companies' supply chain development and management; Technology as a supply chain tool; Positioning of a company in terms of its role as a valuable member of the supply chain; and, performance measures used across the supply chain.

BUS 632 Advanced Logistics 3 Credits
This course provides an overview of current logistics and distribution practices intended to advance current knowledge. Students should gain an understanding of the significant components of logistics management and the dynamics of what is considered best practice. Focuses on the complexities associated with the integrated flow of raw materials, in-process goods, finished goods, and information from point-of-origin through the production process to the end consumer.

BUS 635 Media Markets & Systems 3 Credits
This course examines the various segments of the market that utilize media resources for organizational growth and communication. Examination of the components of media, stakeholders, markets available and cultures impacted by media will include assessment of technological and economic drivers that establish a congruent approach to the marketplace.

BUS 636 Media Management & Innovation 3 Credits
Utilizing the key principles of organizational management, this course will focus on the media approach in an organization and providing systematic guidelines for oversight of the institutional media team. Creating a culture of innovation in the media team will be a strategic element in the course content.

BUS 640 Managerial Economics 3 Credits
This course is designed to provide a solid foundation of economic understanding for use in managerial decision-making. The course offers an intuitive non-calculus based treatment of economic theory and analysis. A variety of examples is used to illustrate the application of managerial economics to diverse practical situations. The role that economic analysis plays in that process is emphasized throughout this course. Prerequisite: MAT 540 or equivalent.

BUS 642 Business Research Methods & Tools 3 Credits
This course examines the use of quantitative techniques business decision-making. Using spreadsheet software, the course addresses managerial problem solving through the use descriptive statistics, hypothesis testing, and correlation and regression (single and multiple) analysis. This course also provides a foundation for conducting business research. Topic coverage includes: research methodology, scientific writing, hypothesis testing, regression analysis, and additional research methods. Additional coverage includes study of qualitative and quantitative data as well as reviewing conceptual versus empirical research studies. Prerequisite: MAT 540 or equivalent.

BUS 644 Operations Management 3 Credits
This course focuses on the principles associated with the effective design, implementation and management of organizational processes and systems. With an emphasis on efficiency, course coverage includes: systems design for products and services, inventory management systems, distribution and supply chain management.

BUS 650 Managerial Finance 3 Credits
This course studies the role and major functions of corporate finance within the organization. Upon developing an understanding of the theoretical foundation of corporate finance, students will use financial tools in an applied case and problem format. Topics covered include: present value analysis (time value of money), risk assessment, security valuation, decisions on capital structure and allocation, and the weighted average cost of capital. Prerequisite: BUS 591 or equivalent.

BUS 655 Financial Investment Management 3 Credits
The central focus of this course is to develop an understanding of how security market function, factors that influence security valuation, differentiating between various investment types and understanding investment risk and return principles. This course covers security markets operations, investment information, portfolio asset allocation, financial environment analysis, and evaluation of equity and fixed income securities.

BUS 657 Corporate Managerial Finance 3 Credits
This course introduces the financial theory and practices from managers use to attain their goal of maximizing corporate shareholder wealth. Topics covered are: analysis techniques of financial statement and cash flows; working capital management and financial forecasting; valuation methods for debt and equity capital; risk and return of return; cost of capital, capital project budgeting and cash flow estimation; optimal capital structure and dividend policy.

BUS 660 Contemporary Issues in Organizational Leadership 3 Credits
This course provides an in-depth examination of the multi-faceted concept of leadership studies by presenting the student with the vocabulary, concepts, theories, and applicable research that are fundamental to the understanding of leadership. The course examines contemporary and historical leadership issues, moral and ethical responsibilities of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process is examined.
BUS 661 Leading Organizational Change  
This course blends theories of leadership with concepts and models of organizational change. The change process consists of a series of steps that focuses on vision, implementation, change agents, and other internal and external components. The course provides insight into types of changes that impact organizations and possible strategies to effectively address those changes.

BUS 665 Environmental Law & Compliance  
This course begins with an analysis of The Solid Waste Disposal Act/Resource Conservation and Recovery Act (RCRA), Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Further, it will familiarize students with an environmental manager’s duties in permitting, reporting, record keeping and sampling. It emphasizes a systematic approach to identifying obligations with respect to regulated media and developing appropriate responses. Obligations under United States environmental laws, their relationship to state and local laws, and state and local obligations are considered as a model for analysis and response.

BUS 667 Energy, Environment & Economics  
This course deals with the linkage of energy, environmental and economic issues. The impact of energy supply and end-use on human well-being and the ecosystem is covered. It also includes a comprehensive approach to the resolution of resource, technical, economic, strategic, environmental, socio- and geopolitical problems of the energy industries. In addition, pathways to a sustainable global energy system are presented.

BUS 668 Macroeconomics of Financial Markets  
This course examines the monetary aspects of production, spending, borrowing, and lending decisions, organization, performance and scope of services provided by financial markets and institutions, and the powers of the Federal Reserve System to use monetary policy and limits to credit expansion. The regulatory and globalization aspects and relevancy of market behavior to the financial system are also examined.

BUS 669 Managerial Economic Analysis  
Managerial economics introduces the basic principles of economic analysis as applied to managerial decisions to determine how an organization can achieve its aims most efficiently. This course applies statistical and quantitative tools and the methodological approaches commonly used by economists to business problems as demand estimation, product pricing, profit maximizing level of output, cost minimizing level of input use, and forecasting.

BUS 670 Legal Environment  
This course involves the study of business law, its foundations, and the role it plays in managing a business, with a particular emphasis on the corporate form. Topics of relevance to be explored include the following core concepts: constitutional law, case law, government regulation, ethics, contracts, anti-trust law, securities regulations, employment law, environmental law, and crimes and torts.

BUS 680 Training & Development  
This course provides in-depth knowledge of training and performance development concepts essential for line managers or human resource specialists. Beginning with fundamental principles of performance, the course focuses on identifying critical factors in workplace performance and in determining how to analyze the causes of performance problems. Additionally, this course distinguishes between training and development and addresses their complementary functions in the modern organization.

BUS 681 Compensation & Benefits  
This course provides in-depth knowledge into compensation theories, policies, systems, and practices, with particular emphasis toward designing effective compensation programs.

BUS 688 Business Strategy: The Sustainable Enterprise  
This course integrates environmental management issues with use of strategic planning tools for assessing and responding to the driving forces of the “next” economy: globalization, technology, demographics and the environment. The course examines the challenge of corporations competing in the global economy of the new millennium in such a way that will allow the planet to support them indefinitely. Emphasis is on the company’s ability to build and sustain a competitive advantage utilizing traditional management concepts as well as new sustainability practices.

BUS 689 Market Structure & Firm Strategy  
This course focuses on the study of markets, laws, and government regulations used to smooth significant market imperfections, especially the problems caused by market structure and market power. The course further examines how firms formulate business strategies and activities to position themselves for profit advantage. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA/Business Economics curriculum. In addition, the capstone project requires the generation and presentation of an industry economic analysis.

BUS 690 Business Strategy  
This capstone course explores the formulation, implementation, and evaluation/control of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization through applied case analysis. Topics include analysis of competitive position, value creation, development of system-wide goals and objectives, and creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. Additionally, the capstone project requires the generation and presentation of an industry analysis.

BUS 691 Strategies in Organizational Leadership  
This course builds on leadership, business, and management concepts. This strategy course provides the student with the opportunity to synthesize all prior learning in leadership and related coursework and experiences, both personal and professional. The course expands the leader’s thinking and explores the arena of leadership and how it will impact the future of the individual, the organization, and the world in which we live.

BUS 692 Strategies in Human Resource Management  
This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting organizations. The course examines human resource management in the current business environment and develops alignment with vision, strategy, organizational values, and HR functions. Emphasis is placed on integrating human resource management with the overall business strategy.

BUS 693 Global Business Strategy  
This course builds on the leadership, business, and management concepts while integrating a comprehensive look at strategic planning and management in a global environment. The course is designed to employ case analyses, critical assessments, global market evaluations, and a comprehensive strategic planning project to lead the student to fluency in the global strategic planning process.

BUS 694 Finance Capstone Seminar  
This course will cover advanced financial topics including: International financial management, corporate risk management, merger and acquisitions, portfolio management theory and real options.

BUS 695 Marketing Capstone Seminar  
This course builds on the leadership, business, and management concepts contained in the MBA program while introducing the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. In addition, the capstone project requires the generation and presentation of strategic marketing plans.
BUS 696 Strategic Thinking for Entrepreneurs 3 Credits
This course focuses on application of key strategic and managerial approaches necessary for entrepreneurs to implement the strategy for a start up or business takeover enterprise. It examines and discusses how entrepreneurial firms develop and implement innovative business plans, create functional operations, and incorporate technology strategies. Emphasis is placed on the vision of the firm, the strategic planning process, and strategic management. The final component is the generation of a business plan as a capstone project.

BUS 697 Project Management Strategy 3 Credits
This course focuses on application of managerial approaches necessary to align significant projects with organizational strategy. It examines and discusses how firms determine business benefits and project feasibility, report progress, and measure project quality while communicating with key organizational stakeholders. Emphasis is placed on Earned Value Management techniques and achieving project progress and technical performance of the project.

BUS 698 Supply Chain Strategic Management 3 Credits
This course covers the strategic implications of sourcing and supplier relationships in the context of supply chain management. Critical elements include identifying and selecting suppliers, negotiating contract terms and conditions, implementing contracts, and measuring performance in the context of the organization’s strategic plans are covered. Practical examples of sourcing excellence are provided.

BUS 699 Media Strategies & Applications 3 Credits
This course is the capstone for the Media Management specialization that is designed to integrate media management concepts into a strategic plan. The course is focused on building and implementing the media strategies for an integrated and comprehensive plan that is consistent with an institution’s vision and mission and follows standard strategic planning theory and practice.

CGD Computer Graphic Design
CGD 218 Visual Literacy in Business 3 Credits
This course examines the evolution and trends in digital media utilized in business. Course content and activities focus on message content and creation and the visual principles and theories that shape effective visual communication in the business environment. Legal and ethical issues relating to visual communication will be introduced and incorporated into projects that develop visual literacy and visual problem-solving skills.

CGD 240 Media Writing & Editing 3 Credits
An introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication.

CGD 318 Public Relations Practices & Promotional Writing 3 Credits
An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format.

COM Communications
COM 200 Interpersonal Communication 3 Credits
This course is designed to aid students in understanding the dynamics of interpersonal relationships. Verbal and nonverbal communication patterns between people in personal, social, academic, and professional settings will be examined, and the nature of those interactions will be evaluated using contemporary communication theory. The course will enable students to identify their interpersonal communication behavior and to more critically evaluate their own oral communication and that of others. A primary goal of the course is to improve the quality of students' communication in their personal and professional relationships.

COM 321 Communication Theory 3 Credits
This course examines theoretical perspectives and research findings concerning human communication. Students will examine classic approaches and new theories and research in interpersonal, group, organizational, and public communication. They will analyze and critique these theories and research findings and assess the impact of technology on communication patterns. 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. In this class, students will also have an opportunity to examine the practical implications of these concepts in building their own communication skills.

COM 322 Persuasion & Argumentation 3 Credits
Students will learn critical thinking methods to enable them to analyze and evaluate arguments and understand which contribute to effective and non-effective persuasion. They will formulate persuasive arguments and learn to deliver those arguments effectively, both in oral and written forms. This course examines the purpose and function of research in supporting elements of argument and persuasion and the need to understand receiver variables.

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.

COM 340 Technical Writing 3 Credits
This course provides students with technical writing concepts and principles and the skills necessary to compose effective technical documents for a broad range of professions. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Students will explore types of technical documents and the specific techniques applicable to technical writing such as outlines, abstracts, definition, and classification strategies. They will have an opportunity to apply their knowledge by writing a process or mechanism description, a proposal/recommendation report, and a detailed instruction for performing a task or operation.

COM 345 Media Writing for Communication 3 Credits
This course is an introduction to the process of writing for varied media. Emphasis is on gathering information, writing styles, editing, and organization of written communication.

COM 360 Advanced Communications in Society 3 Credits
This course integrates the use of advanced communication techniques into a variety of contexts shaped by socially and culturally-constructed distinctions between and among individuals and groups. Topics include intercultural, multicultural, international, and inter-gender communications.

COM 425 Communication in Organizations 3 Credits
This course investigates the role of communication in creating an effective and ethical organizational environment. Students will be assisted in developing and strengthening such communication skills as self-awareness, interpersonal efficiency, interpersonal competence, and leadership and team skills.

COM 480 Communication Studies Capstone 3 Credits
This course is a summative compilation of representative work from each course in the program. Students will create an electronic portfolio containing the assignments completed throughout the program to demonstrate professional achievement. Students will complete a comprehensive research project on a selected career field. Prerequisite: Successful completion of the General Education Capstone course.
CRJ Criminal Justice

**CRJ 201 Introduction to Criminal Justice**  
3 Credits  
This course involves an analysis of the criminal justice system focusing on the police, courts, and corrections.

**CRJ 301 Juvenile Justice**  
3 Credits  
This course describes prevalent patterns of juvenile delinquency, relates these patterns to theories of child and adolescent development, and examines various theories pertaining to the causes of criminal behavior among juveniles. In addition, the course surveys the roles of police, courts, and delinquency intervention programs in the administration of juvenile justice. Emphasis will be given to strategies of prevention and early intervention.

**CRJ 303 Corrections**  
3 Credits  
An analysis of correctional procedures and institutions, especially jails, prisons, parole, and probation is the focus of this course. Other topics include inmate subcultures, rehabilitation, and prisonization.

**CRJ 305 Crime Prevention**  
3 Credits  
This course explores strategies of crime prevention including programs designed to reduce opportunities to commit crime, programs to alleviate demoralizing community social and economic conditions that foster criminal behavior, programs to improve police/community cooperation, and programs to educate young people as to likely consequences of criminal behavior.

**CRJ 306 Criminal Law & Procedure**  
3 Credits  
A survey of constitutional rights, police compliance to constitutional rights, and constitutional amendments that specifically apply to the individual. The course examines the application of these rights in the enforcement, investigation, and adjudication of specific crimes.

**CRJ 308 Psychology of Criminal Behavior**  
3 Credits  
Psychology of Criminal Behavior is an integrated course applying the research and methodology of psychology and sociology to the understanding of criminal conduct. Theories of psychology are explored including biological, developmental, cognitive, social learning, and psychoanalytic. The sociological concepts of social process and structure, social control, and social conflict are introduced.

**CRJ 311 Forensics**  
3 Credits  
Forensic science applies scientific methodology to crime scene investigation and crime solving. This course analyzes techniques of crime scene investigation and the lawful gathering of evidence. Emphasis is placed upon the Federal Rules of Evidence, including the admissibility of physical evidence at trial, as well as the role of forensic science in the criminal justice system and the identification, collection, and preservation of physical evidence (chain of custody issues).

**CRJ 422 Criminal Justice Capstone**  
3 Credits  
Students will review all learning objectives achieved throughout previous coursework and develop a comprehensive, focused study of a modern criminal justice issue while applying solutions and predictions for future trends in criminal and social justice. Successful students will focus on the pragmatic application of principles and theories that guide criminal justice practice in the United States. Prerequisite: Successful completion of the General Education Capstone course.

**CRJ 433 Principle & Theory of Security Issues**  
3 Credits  
This course outlines the principles and topics relevant to business and organizational security management. Students gain understanding of established management functions, including the role of the Chief Security Officer. Various facets of physical, personnel, and information security are studied, as well as aspects of loss prevention and the protection of assets.

**CRJ 435 Evaluation of Security Programs**  
3 Credits  
This course examines industry standards and practices and methods of determining the adequacy of security management programs. It also explores the concepts of legal liability, management structures and techniques, and their impact on security operations.

**CRJ 437 Contemporary Issues in Security Management**  
3 Credits  
This course focuses on the current topics in security management such as substance abuse, violence, adjudication and reconsideration reviews, security countermeasures, case management, use of examinations such as polygraphs, report writing, international commercial sales, and media relations. The role of the security manager in personnel management, security planning, organizational communication, recruitment, retention, training and development, and management of contracts are also examined.

**CRJ 439 Security Administration**  
3 Credits  
This course focuses on the real world applications for security managers. Staff selection and employee screening are discussed, as well as daily operating procedures, guard operations, securing information systems, and investigations. Students will be introduced to current topics in workplace violence, managing change, security awareness training, and physical security.

**CRJ 441 Homeland Defense**  
3 Credits  
This course will examine the boundaries of the national security mission by evaluating the threats, actors, and organizational structures and resources affecting the security of the United States.

**CRJ 443 Intelligence & Homeland Security**  
3 Credits  
This course examines the relationship between intelligence and homeland security during the 20th century with emphasis placed on the Cold War. Using a case study approach, students will analyze past and present national security issues from an intelligence perspective.

**CRJ 445 Consequence Management: Terrorism Preparation & Response**  
3 Credits  
This course addresses the potential results of nuclear, biological, and chemical warfare and incidents. Topics include public health consequences, emergency planning and response measures, detection and management technologies, and vulnerabilities. Course objectives include examination of the historical uses of chemical and biological weapons and the impacts of chemical and biological weapons.

**CRJ 447 Homeland Security Organization**  
3 Credits  
Students will examine federal, state, local, private, and other organizational structures involved in homeland security. The course focuses on development of homeland security from early to modern times with an emphasis on the emerging homeland security structure and culture.

**CRJ 451 Homicide Investigation & Evidence Gathering**  
3 Credits  
This course provides students with the skills and knowledge necessary for the resolution of homicide investigations. A historical overview is provided and current topics are explored. Topics include criminal behavior, the role of the crime laboratory, DNA testing, and medical/legal causes of death. Students will also be introduced to policies and procedures for evaluating and gathering evidence, with attention to blood stain and physical evidence and the impact of physical force on bodies and objects.

**CRJ 453 Criminal Profiling**  
3 Credits  
This course defines the motivators and environmental influences leading to criminal behavior, as well as the patterns of offending. Students are introduced to profiling approaches and techniques and their relationship to crime solving.

**CRJ 455 Criminal Law**  
3 Credits  
This course provides an in-depth analysis of criminal law. The principles of criminal liability are emphasized as well as the actions, mental state, and circumstances that are common to individuals committing crimes against society, persons, or to property.
COURSE DESCRIPTIONS

CRJ 457 Forensic Evidence & the Law  3 Credits
Students are exposed to the historical and contemporary contexts in which arguments are made about the quality of forensic evidence and the legal burden of proof in criminal litigation. Methods and strategies for the gathering, analyzing, and application of forensic evidence are discussed. This course examines the principles and practices of crime scene investigation as well as the procedures for the collection, preservation, documentation, and analysis of physical evidence.

CRJ 461 Corrections Administration & Management  3 Credits
This course evaluates and develops the competencies necessary in corrections management and administration at all levels. Topics include strategic planning, risk assessment, effective leadership strategies, and current issues in corrections management. Students gain an understanding of the structure of the correctional facility as an organization. Ethical, legal, and social implications of corrections administration are discussed in detail.

CRJ 463 Contemporary Corrections Issues  3 Credits
This course focuses on a broad range of contemporary concerns and topics in criminal justice such as racism in sentencing, racial profiling, police use of deadly force, national drug control policy, community policing, court authorized electronic intercepts, and prosecutorial discretion. Students will research current criminal justice issues and make analytical observations using concepts and methodologies learned in the class.

CRJ 465 Corrections & Incarceration  3 Credits
This course examines approaches of correctional facilities and provides an overview of historic and contemporary philosophies and practices in the American Penal System. Treatment programs, prisoners’ rights, intermediate sanctions, and institutional management are among the topics discussed, as well as correctional issues pertaining to race/ethnicity and women.

CRJ 467 Probation & Parole  3 Credits
The purpose and procedures pertaining to probation and parole are analyzed in this course. Topics include pre-sentence investigation, supervision of probationers, parole administration and services, treatment theory, juvenile services, and parole officers. Students are introduced to such new concepts as community-based corrections, the justice model, and determinate sentencing and their impact on traditional policy and practice.

CRJ 501 Criminal Justice, Criminal Law & the Constitution  3 Credits
This course introduces students to the fundamentals of the criminal justice system, substantive criminal law, and the U.S. Constitution. This course may be waived for students holding undergraduate degrees in criminal justice or having completed certain courses.

CRJ 510 Criminal Justice Policy & Theory  3 Credits
This course provides an extensive analysis of the functions, processes, and structures of the criminal justice system. Principles, doctrines, selected rules of criminal law, and law as social control will be examined.

CRJ 512 Criminological Theory  3 Credits
This course explores classical and contemporary literature in criminology and criminal justice. Both theory and empirical research will be used to examine criminal behavior as well as the structure, function, and interaction of the criminal justice system.

CRJ 514 Constitutional & Judicial Processes  3 Credits
This course examines the structure, functions, and operations of the constitution and judicial processes. The impact of historical and contemporary constitutional issues on the criminal justice process will also be examined.

CRJ 520 Research Methods in Criminal Justice  3 Credits
This course introduces the use of research methods in the study of criminal justice. The focus is on the examination of the issues related to collecting, analyzing, and using data. Students will learn to test hypotheses, draw inferences, and write a research report.

CRJ 522 Psychological Factors in Criminal Justice  3 Credits
This course introduces students to the use of psychological methods and theoretical models in the criminal justice system. Students will examine criminal and police psychology with an overview of forensic psychology.

CRJ 524 Ethics in Criminal Justice  3 Credits
This course examines theoretical and applied criminal justice ethical standards as they relate to criminal justice decision making. Students will evaluate issues concerning discretion, due process, truthfulness, corruption, and discrimination.

CRJ 613 Comparative Criminal Justice Systems  3 Credits
This course provides an international perspective on law enforcement. Students will focus on the phenomena of globalization of criminal activity, major aspects of the legal traditions and criminal justice systems of selected countries, as well as international legal and law enforcement institutions.

CRJ 615 Victimology  3 Credits
This course provides an overview of the principles and concepts of victimology, an analysis of patterns and trends, as well as theoretical reasoning and responses to criminal victimization. Students will examine the consequences suffered by victims as well as the services and resources available to them.

CRJ 620 Organizational Behavior in Law Enforcement & Corrections  3 Credits
This course provides an analysis of the various issues facing criminal justice and correctional organizations in the context of professional practice, including, the theoretical concepts of organizational behavior, management and leadership of human resources, and design and structural processes of such organizations. Included topics are fiscal accountability, personnel deployment; implementation of change, motivation and retention of personnel, the hiring, assignment, and promotion of personnel, organizational communication; professional development, and applicable legal issues as they pertain to agency operations.

CRJ 621 Cybercrime Investigation  3 Credits
This course will introduce students to the methods for investigating internet crime. Students will learn how to gather evidence, build a case against the perpetrator, and manage an Internet crime scene.

CRJ 622 Introduction to Forensic Science  3 Credits
This course will introduce students to the history of forensic science along with current technologies, procedures and methods of laboratory analysis in use today. Topics covered will include recognition, protection, documentation and collection of physical evidence as well as analysis of such physical evidence. Legal recognition of new technologies will also be reviewed.

CRJ 623 Homeland Security  3 Credits
This course introduces the student to the responsibilities and functions across agencies at various jurisdictional levels that have the charge of mitigating hostilities, threats, hazards, and consequences. Additionally, this course will study the methods of the most effective response systems. Students will develop the skills to identify, evaluate and resolve complex policy issues and initiate practical actions.

CRJ 625 Employment & Policy Law for Law Enforcement & Corrections Administrators  3 Credits
This course explores specialized topics in substantive and procedural law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice and correctional organizations. This course is well suited for command-level personnel in response to a variety of potential agency and personal liability issues.
COURSE DESCRIPTIONS

CRJ 626 Computer Forensics  
This course will introduce students to the methods for preventing and detecting cybercrime. Students will learn the basics of retrieving and analyzing data from various mediums, such as computers, global positioning systems, or removable storage devices.

CRJ 627 Advanced Forensic Science  
This course will review the forensic science subjects covered in CRJ 622 and introduce the student to the scientific techniques used in processing evidence found at investigations and crime scenes. This course is designed to allow the student to complete exercises in the forensic fields most commonly used today.

CRJ 628 Terrorism: Threats & Strategy  
This course is designed to provide the student with an understanding of terrorism, both international and domestic. The course will explore the causes and effects of terrorism as they relate to political structures from both religious and historical perspectives, with particular focus on present day impacts.

CRJ 630 Budgeting for Finance Law Enforcement & Corrections Administrators  
This course will introduce students to public program budgeting and finance concepts. Special emphasis is given to methods of financing public programs and the preparation and management of budgets for the programs. This course is intended to provide students with an opportunity to learn and practice the technical aspects of program budgeting and finance in the public safety arena.

CRJ 631 Security & Protection for Cybercrime  
This course will instruct students of the basic rights of business and individuals who are affected by cybercrime as well as the means to protect them. Students will learn how to protect potential victims whether minors in chat rooms or multinational businesses from cyber criminals.

CRJ 632 Crime Scene Investigation & Management  
This course will introduce the student to the forensic techniques utilized in crime scene investigations (CSI). Students will learn how to process and retrieve trace evidence such as DNA and other items of evidentiary value. Student will also learn accepted methodologies employed in contemporary crime scene management. Students will also become familiarized with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations and requirements relative to the admissibility of evidence collected by forensic crime scene investigators.

CRJ 633 Risk Assessment  
This course is intended to provide the student with advanced knowledge and understanding of the area of risk assessment and management. The focus is on the recognition of real and perceived threats, sharing information between communities and agencies, the collaboration of resources, and the management of risk. Students will examine the concepts of risk assessment, risk analysis, and the impacts of actual and suspected threats.

CRJ 697 Capstone: Evaluation & Program Analysis in Criminal Justice  
Students will research key concepts, methods, and issues in the field of evaluation research. In addition, students will analyze and develop an evaluation proposal on a discreet topic within the field of criminal justice. The focus will center on needs assessment, impact, monitoring, as well as the application of quantitative and qualitative techniques.

ECE 201 Introduction to Early Childhood Behavior Management  
This course will address age appropriate behavior expectations for classrooms and ideas for supporting student learning. Motivation theory, positive reinforcement and behavior support plans will be covered. Major theories of behavior will be considered as they relate to educational settings.

ECE 203 Introduction to Curriculum & Instruction for the Early Childhood Classroom  
Introduction to Curriculum & Instruction for the Early Childhood Classroom examines the relationship between curriculum, instruction, and assessment. This course is designed to provide students with the opportunity to analyze developmentally appropriate practices for early childhood settings, as well as compare the effectiveness of early childhood curricular approaches. In addition, students will apply specific methods for early childhood instruction and assessment. For the final project, students will develop a curriculum unit plan.

ECE 205 Introduction to Child Development  
Introduction to Child Development provides an overview of child development from birth to age eight. This course is designed to provide students with the opportunity to explore the various theories of child development. In addition, developmental milestones and developmental domains will be explored at each of the stages of child development. Factors that influence child development will be examined and ways to support development will be discussed. Students will examine strategies and environments that promote development.

ECE 312 Administration of Early Childhood Education Programs  
This course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines are addressed as are the skills and competencies to implement the above.

ECE 313 Collaboration with Parents & Community  
Factors that promote effective communication and collaboration with parents of babies and preschool-aged children, families and community resources are considered in this course.

ECE 214 Nutrition & Health of Children & Families  
This course provides a study of the health and nutrition needs of children and families.

ECE 335 Children's Literature  
Students learn how to select and use children's books and other media relating to physical, cognitive, emotional, and social development of babies and preschool-aged children.

ECE 311 Early Childhood Curriculum & Methods  
This course focuses on curriculum development in early childhood and teaching strategies with a developmentally appropriate approach. Students will prepare curriculum and practice teaching strategies which illustrate the characteristics of play and creativity. The guidance of young children to include behavior management and creating positive learning environments will also be emphasized.

ECE 315 Language Development in Young Children  
This course provides an introduction to the developmental stages of language acquisition in young children from birth to the age of 6. The focus of the course is on the facilitation of language acquisition in young children.

ECE 332 Child Development  
This course provides a basic introduction to the nature of human growth and development as it occurs from conception through early childhood. Students learn about motor, cognitive, social, emotional, moral, aesthetic, and language development in early childhood.
ECE 341 Social & Emotional Growth of Infants & Toddlers 3 Credits
Social-emotional development including the management of emotions and the ability to establish positive relationships with others will be covered in this course. Students will learn the important elements in a childcare setting that support healthy social, emotional, and behavioral adjustment in infants and toddlers.

ECE 343 Quality Care Environments for Infants & Toddlers 3 Credits
Students will learn both theory and application of why and how to set up, arrange and change early childhood learning environments to effectively meet the developmental needs of very young children. The role of the teacher, the importance of the environment, design principles, health and safety will be covered in this course.

ECE 345 Infant & Toddler Learning & Development 3 Credits
Emphasis will be placed on effective activities and practices to promote language development, cognitive development and motor skill development in young children. Sensory, music and movement development will also be covered in this course. Appropriate behavior teaching and coaching for infants, toddlers and two year olds will be discussed.

ECE 347 Culture, Family & Childcare 3 Credits
This course will increase the students expertise and understanding of all the components that must work together to create an effective childcare setting in which all children can thrive. Elements to be covered in the planning of a childcare environment include discipline and behavior management as well as consideration of the child's developmental level, the family and cultural context.

ECE 351 Play & Learning for the Young Child 3 Credits
In this course students explore the significant role and impact of play on the development of children. Students will actively participate in discussions and activities related to major theorists, current research on play, the developmental stages of play, cultural influences, and current trends and topic related to play.

ECE 352 Cognitive Development of Infants & Young Children 3 Credits
Gain knowledge of cognitive and brain development in children from birth to eight years of age. The variations in rates of cognitive development and the impact on development in other areas will be explored throughout the course. Students will apply this knowledge to designing programs to meet the needs of children with varying needs and abilities.

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.

ECE 355 Understanding Behavior & Family Dynamics 3 Credits
This course explores developmental theory and the relationship to the socialization and education of young children in child rearing, caring, and education. Special emphasis will be placed upon exploring how the child is viewed in the context of his or her family and the community at large.

ECE 405 Children & Families in a Diverse Society 3 Credits
This course will provide a clear and practical introduction to multicultural and anti-bias issues, and aid students in developing culturally relevant methods in working with children and families in early childhood settings.

ECE 430 Early Childhood Education Capstone 3 Credits
This is the capstone course for the Early Childhood Education and the Early Childhood Education Administration Major, to be taken at the completion of the major courses. This course provides students with the opportunity to integrate and apply their learning from the course of study for Early Childhood Education in a comprehensive manner.

Students will reflect on the courses taken and develop an understanding on the National Association for the Education of Young Children (NAEYC) and the National Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon child development research, center-based curriculum and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program as well as a final exam that covers the program learning outcomes.
Prerequisite: Successful completion of the General Education Capstone course.

ECE 497 Child Development Capstone 3 Credits
The capstone course is designed to be taken at the completion of all courses in this area of study. This capstone course will bring together information regarding advocacy and legislation for children and families and ways that this shapes children's experiences and opportunities. Students will have the opportunity to integrate and apply their learning from the course of study in the Child Development major in a comprehensive manner. Prerequisite: Successful completion of the General Education Capstone course.

ECE 601 Introduction to Early Childhood Education 3 Credits
This course provides an overview of the field of early childhood education including history, philosophy, advocacy, public policy, issues, trends, and careers.

ECE 605 Children & Families in a Diverse Society 3 Credits
This course will provide a clear and practical introduction to multicultural and anti-bias issues and will aid students in developing culturally relevant methods in working with children and families in early childhood settings.

ECE 611 Early Childhood Curriculum & Methods 3 Credits
This course focuses on curriculum development in early childhood and teaching strategies with a developmentally appropriate approach. Students will prepare curriculum and practice teaching strategies which illustrate the characteristics of play and creativity. The guidance of young children to include behavior management and creating positive learning environments will also be emphasized.

ECE 612 Administration of Early Childhood Education 3 Credits
This course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed as are the skills and competencies to implement the above.

ECE 623 Collaboration with Parents & Community 3 Credits
Factors that promote effective communication and collaboration with parents of babies and preschool-aged children, families and community resources are considered in this course.

ECE 625 Family & Community Engagement 3 Credits
This course focuses on factors that promote effective engagement with families of infants, toddlers and preschool-aged children, and the impact of this relationship on young children's development, learning and behavior. Integration of concepts with best practice in early care and education, as well as family context and community resources are considered in this course.

ECE 630 Language, Physical & Social Development in Young Children 3 Credits
This course provides an introduction to the developmental stages of language acquisition, physical and social development in young children from birth to 6. The focus of the course is on the specific developmental milestones in young children.

ECE 653 Cognitive Development of Infants & Young Children 3 Credits
This course deals with theories regarding cognitive development in children from birth to eight years of age including knowledge resulting from brain research. The relationship between the rate of cognitive
development and overall development will be explored throughout the course. Students will apply this knowledge to design programs to meet the needs of children with varying needs and abilities.

ECE 654 Assessment & Intervention in Early Childhood 3 Credits
This course explores the issues around early assessment and intervention with young children. Specific developmental concerns will be identified and intervention programs will be examined.

ECO Economics

ECO 100 Survey of Contemporary Economic Issues 3 Credits
Contemporary economic issues are discussed and relevant economic theory is introduced throughout this course of study. The economic theories of supply and demand, competitive markets, and price elasticity are explored.

ECO 203 Principles of Macroeconomics 3 Credits
Introduction to national income determination and the equilibrium level of output and employment. Monetary and fiscal policies as well as open economy issues are discussed. Recommended prerequisites: Fulfillment of the General Education Critical Thinking competency and Information Technology competency.

ECO 204 Principles of Microeconomics 3 Credits

ECO 305 Economics for Managers 3 Credits
This course will provide a survey of the field of economics as it relates to effective management. The course is designed to provide a basic understanding of the principles, concepts, and operational aspects of our economic system. (Equivalent to ECO 204).

ECO 316 Financial Institutions & Markets 3 Credits
A study of money and capital markets concentrating on interest rate determination, the major public and private financial institutions in the U.S. economy, and the major types of financial instruments including bonds, equities, and derivative instruments. Prerequisite: ECO 100 or ECO 203. (Cross-listed as BUS 316.)

ECO 320 International Economics 3 Credits
This course will focus on the environment of firms with particular emphasis on economic variables such as GNP, inflation, interest rates, exchange rates and international trade.

ECO 342 Principles of Econometrics 3 Credits
This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. The mathematics of econometrics will be introduced only as needed and will not be a central focus. Prerequisites: BUS 308 or MAT 332, and fulfillment of the General Education Mathematical competency.

ECO 406 Business Cycles & Growth 3 Credits
Topics include analysis of economic fluctuations and their impact on corporations and consumers; different explanations for business cycles; monetary and fiscal policy for stabilizing economic fluctuations; effects of public debt, investment, employment and trade policy on economic growth. Prerequisite: ECO 203.

ECO 610 Global Economics 3 Credits
This course will study international economic with respect to the global aspects of supply and demand. This class will review and evaluate international trade theories, geographic trade patterns, globalization, multinational corporations, and international variations of corporate and national economic policies. By the conclusion of this class, the student will be able to compare and contrast international financial and trade frameworks, and describe the problems and challenges facing the multinational corporation.

EDU Education

EDU 108 Introduction to Policy & Education 3 Credits
This course examines the theory, analysis, development and implementation of educational policy. It will explore the reasons for change in educational policy, ways to track its evolution, and manners in which educational policy may be influenced. The history of educational policy will also be explored.

EDU 120 Principles of Instructional Design 3 Credits
This introductory course will cover learning theories including behaviorist, cognitive, constructivist and social learning as well as examine their relationship to instructional practices and course design. Basic principles and vocabulary for e-learning will be introduced. Additional topics covered will include factors that influence learning including motivation, learner engagement and learning styles. Students will begin to identify learning outcomes that can be addressed in an e-learning setting.

EDU 232 Instructional Design for E-Learning 3 Credits
Students will be introduced to a variety of instructional design strategies and address the selection of specific strategies to address learning needs in an educational or training environment. The role of needs assessment to inform design and formative evaluation to monitor instructional effectiveness will be addressed in this course. Prerequisite: EDU 120.

EDU 304 Introduction to Education 3 Credits
This course is designed to provide students with a broad view of the various components involved in education and schools today. An introduction to current legislation and trends in education as well as curriculum standards will be covered. The complex diversity of students today, as well as assessment and accountability issues, will also be addressed.

EDU 321 Introduction to Serving English Language Learners 3 Credits
This course provides a sufficiently broad yet detailed exposure to the realities of teaching English Language Learners. The course is designed to provide students to deliver content area instruction to English Language Learners with diverse abilities using the sheltered instruction approach.

EDU 324 History of American Education 3 Credits
This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system. (Cross-listed as HIS 324.)

EDU 334 Adult Learning in the Workplace 3 Credits
Students will be introduced to the various learning needs of adults from a generational perspective. Strategies and ideas for the development of training and instruction to address the needs of learners for present generations as well as learners from diverse backgrounds and cultures will be reviewed. The role of needs assessment to inform design and formative evaluation to measure instructional effectiveness will be addressed in this course.

EDU 335 Design Concepts & Application for Online Learning 3 Credits
The application of instructional design for online learning will be emphasized as students apply their knowledge to analyze, select and design instructional strategies that are most effective for engaging and teaching online learners. Students will learn methods for managing and delivering online instruction utilizing course management tools and multimedia technologies in both synchronous and asynchronous environments. Prerequisites: EDU 120 and EDU 232.

EDU 336 Evaluation of E-Learning 3 Credits
Students will examine the components of on-line instruction and classroom design for high quality standards. Learners will evaluate and assess instructional design and its impact on student learning through a review of various sites and programs. Tools for evaluation of
instructorial material will be reviewed. Prerequisites: EDU 120 and EDU 232.

**EDU 337 Collaboration in the Virtual Classroom** 3 Credits
The use of e-learning to promote collaboration and team work in a virtual environment will be explored in this course. Opportunities for collaboration utilizing social networking and other tools will be evaluated. Students will utilize a variety of tools to experience real time learning in the virtual classroom. Prerequisites: EDU 120 and EDU 232.

**EDU 338 Human Development & Learning** 3 credits
Brain development as related to human development and the capacity for learning will be explored throughout this course. The neuroscience of brain development and how this information translates into education, as well as the implications of this information for maximizing learning, memory, behavior and overall functioning, are topics that will be addressed.

**EDU 352 Foundations of Educational Technology** 3 Credits
Strategies and ideas for the use of technology to enhance learning will be explored in this course. The latest in Web applications will be explored and evaluated for their instructional application.

**EDU 356 Emerging Issues in Educational Technology** 3 Credits
Strategies and ideas of including the latest in technology advancements to promote student engagement and learner success will be examined in this course. Mobile learning, the use of social media such as blogs, Facebook, etc. as well as other Web 2.0 applications will be explored and evaluated for instructional application. Prerequisites: EDU 120 and EDU 232.

**EDU 358 Assessment of Student Learning** 3 Credits
Students will learn to identify the differences in formative and summative evaluation data and design on-line learning scenarios to address both of these. The effectiveness of e-learning will be explored through research. The philosophy, use and development of grading rubrics for assignments will be explored. Issues of plagiarism and cheating in e-learning will also be examined. Prerequisites: EDU 120 and EDU 232.

**EDU 360 Philosophy of Education** 3 Credits
This course provides a sufficiently broad yet detailed exposure to the realities of teaching. The text introduces the vantage points of teaching in four main categories. Part I, the world of teachers and students. Part II, examines the structure, climate and culture of schools today. Part III, reviews the historical, philosophical, legal and financial foundations that shape our educational system. Part IV, provides opportunities to debate, explore and discuss educational issues and trends facing educators in the 21st century. The primary goals of this course are to support students by providing a comprehensive understanding of the world of teaching, by developing critical skills related to the teaching profession, and by developing a teaching philosophy.

**EDU 362 Adult Learning & Instruction** 3 Credits
Students will learn about the various theories and practices associated with adult learning. Various modalities of instruction will be addressed including e-learning, accelerated courses, and training sessions.

**EDU 363 Education & Social Justice** 3 Credits
The influences of educational policy and its' convergence with social justice will be studied in this course. Issues of race, gender, sexuality, globalization, and other multicultural issues within the study of politics and policy will be explored throughout this course.

**EDU 365 Politics of American Education** 3 Credits
The political dimensions of policy formation/implementation in education and the use of power to influence educational policy will be explored. Conflict resolution and the analysis of consequences and impact will be examined.

**EDU 367 Elementary & Secondary School Media** 3 credits
This class will explore the role of the teacher librarian and role of the library media center at three different levels of education (elementary, middle, and high school). Students will research programs, library practices, teaching styles and management in the facilitation of a library media center.

**EDU 371 Phonics-Based Reading & Decoding** 3 Credits
This course provides an overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis and focus are on methods mandated by Arizona legislation. This course covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Note: Students enrolled in EDU 371 will be required to find a student to teach or instruct for this course. The student can be a child or adult, age 5 or above. The time commitment will be approximately 3 hours per week for three weeks beginning the second week of this course. There are no exceptions to this requirement. Prerequisite: EDU 372 or PSY 372.

**EDU 372 Educational Psychology** 3 Credits
Educational Psychology explores the theories of how people learn. Selected learning theories are analyzed from the perspective of teaching and learning. Developmental theory and environmental and social factors are explored as they interface with the learning process. Educational psychology’s research is applied to the measurement, assessment, and evaluation of learning and the effectiveness and efficiency of teaching-learning interactions.

**EDU 381 Curriculum & Instructional Design** 3 Credits
Students will examine the pedagogy involved in designing, selecting and assessing curriculum to meet the needs of diverse learners. The basics such as how to write learning outcomes based on academic standards to selecting the research based materials and activities to support student learning, will be covered. Evaluation of student learning will be included in the course.

**EDU 382 Meeting the Needs of Diverse Learners** 3 Credits
Students will explore the variety of learning differences found in the classroom today including linguistically diverse students, students with mild to moderate disabilities as well as Gifted and Talented learners. Specific strategies and classroom accommodations that may be used at all levels to meet the needs of all students will be addressed. Working as a member of a collaborative team will also be covered.

**EDU 411 Reading & Cognition** 3 Credits
The task of learning to read is a very complex process involving the application of perceptual, sensory, linguistic, and cognitive skills to making meaning of text. Exploration of the specific cognitive functions that are applied while reading and strategies supporting reading instruction and reading comprehension skills will be addressed. The implications of digital media on reading skills will also be explored in this course.

**EDU 416 Intelligence Assessment** 3 Credits
This course will explore different theories of intelligence, the use of intelligence tests to create a numeric score, and the impact of family and culture on intelligence. Educational expectations and programs based on intelligence scores and cultural biases that may impact educational opportunities.

**EDU 417 Cognitive Studies Capstone** 3 Credits
In this capstone course, students in the Cognitive Studies degree program will demonstrate their attainment of the program learning outcomes through the completion of a project. Prerequisite: Successful completion of the General Education Capstone course.

**EDU 422 Public Policy & Special Education** 3 Credits
A study of the educational, legal, sociological and ethical issues that influence public policy related to the provision of special education to students with disabilities.

**EDU 428 Student Achievement in Public Schools** 3 Credits
This course will examine various factors influencing student achievement in public schools. Influencing factors will include...
motivation theories, as well as the impact of families, teachers and schools on student success. Issues of equity and access to quality educational programs will be considered.

**EDU 431 Advanced Instructional Design** 3 Credits
Students will apply a systematic approach to instructional and informational design to meet specific identified learner outcomes. Applying all of the steps for instructional design students will bring together the strategies and theories explored in the pre-requisite courses to a learning project. Prerequisites: EDU 120 and EDU 232.

**EDU 433 Project Management for Instructional Design** 3 Credits
Instructional design requires careful and thoughtful collaboration among a variety of design team members. In this course various project management tools, procedures, and methodologies will be introduced as they are applied to projects in education or training. Students will explore the relationship of time constraints, cost, scope and the nature of the project being designed. Prerequisites: EDU 120 and EDU 232.

**EDU 440 Information Literacy** 3 Credits
This course will provide students with hands-on experiences in strategies to access information in the 21st century, evaluate resources, and effectively use search engines to locate information. Students will learn Web 2.0 tools in a systematic way recommended by professional library associations.

**EDU 441 Research & Analysis Skills** 3 Credits
This course will introduce students to the theory and methods of evaluating research methods. It explores the ways in which professionals identify and frame research and evaluation questions, assess current scholarly literature on specific topics, locate and critically use primary and secondary source data, and formulate worthwhile evaluation projects. Emphasis will be placed on the research tools and processes professionals use and the role information professionals play in their development, dissemination, and use.

**EDU 443 Literature for Children & Teens** 3 Credits
This class will expose students to many different types of children and young adult literature, media, and resources. Students will develop material lists for different genres, explore current trends in student interests, and exhibit knowledge of library published journals.

**EDU 471 Public Policy Issues in Education** 3 Credits
Public policy issues in education including historical, international and political will be examined in light of current research perspectives. Current policy strategies for reforming U.S. public schools will be highlighted.

**EDU 473 Divergent Perspectives in Educational Policy & Practice** 3 Credits
Current issues and debates in the field of education will be investigated. Students will examine the purpose of schooling and the challenges of meeting a variety of visions for what the school system should accomplish today.

**EDU 486 Educational Policy & Administration** 3 Credits
This course focuses on the societal and political contexts in educational settings. Students will examine various issues that are likely to have an impact on teaching and learning in diverse educational settings. Educational policy areas considered include governance, curriculum, accountability, personnel development, and school finance.

**EDU 490 Interdisciplinary Capstone** 3 Credits
This is the capstone course for social science majors with a concentration in education. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on their future. Prerequisite: Successful completion of the General Education Capstone course.

**EDU 495 Library Science & Media Capstone** 3 Credits
The Capstone Course is an opportunity for students to demonstrate understanding of the Library Science and Media program outcomes through the application of concepts and tools of inquiry to create learning environments, evaluate technology tools and applications for instruction and research, create learning opportunities for a variety of learners, and analyze literature materials for inclusion in specific settings and programs. Prerequisite: Successful completion of the General Education Capstone course.

**EDU 496 Capstone Instructional Design** 3 Credits
As the culmination of the BA in Instructional Design students throughout this course will complete a design project demonstrating their achievement of all program outcomes. Prerequisite: Successful completion of the General Education Capstone course.

**EDU 497 Capstone: Education & Public Policy Development** 3 Credits
The capstone course is an examination of influences affecting policy development and decision making in the education arena. It will cover policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained throughout the completion of the EED major. Prerequisite: Successful completion of the General Education Capstone course.

**EDU 498 Education Studies Capstone** 3 Credits
This course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, knowledge and strategy evaluation, and the impact of these elements on their future. Prerequisite: Successful completion of the General Education Capstone course.

**EDU 600 Introduction to Online Learning** 3 Credits
This course presents an overview of the online learning environment from the instructor's point of view. It is a description of the terminology, tools, and skills needed to create a successful online learning experience. Areas addressed in this course include basic online learning concepts, the roles of the teacher and student in online learning, and the components of the online learning environment. Also covered in the course are teaching methodologies, types of blended learning, and guidelines for making the transition from the traditional classroom to the online classroom. Hardware, software, and other tools and technologies used in online learning are discussed.

**EDU 601 Promoting Student Success in the Online Learning** 3 Credits
This course covers the basic tools needed for student success in an online learning environment. Topics include communication, collaboration, and software skills required to succeed in online learning. Also covered are instructor and student responsibilities and expectations, as well as potential roadblocks to success. Tools and techniques for organizing, prioritizing, and completing course tasks are discussed. Finally, instructional methods for guiding students and evaluating student progress in online courses are also addressed. Prerequisite: EDU 600.

**EDU 602 Assessing Knowledge & Skills in the Online Learning Environment** 3 Credits
This course examines approaches that assess student knowledge and skills in the online learning environment. Directed instruction, or objectivism, is compared and contrasted with constructivist or inquiry-based learning and assessment theories. Traditional assessment
strategies are discussed as applied in directed instructional models of online learning. Nontraditional assessment approaches are explored in constructivist models, such as group products, web pages, multimedia projects, student portfolios, and student projects graded by self-report assessment instruments and rubrics. This course will focus on the use of discussions, pre- and post-testing, writing activities, graded assessments, self-grading assessments, and hands-on projects on student learning and assessment. Prerequisite: EDU 601.

EDU 603 Mathematical Thinking for Teachers 3 Credits
This course focuses on the thought processes involved in learning mathematical concepts as a base for student-centered mathematics instruction. Students will gain a strong theoretical perspective of how children learn mathematics and gain ideas and strategies for how to teach math.

EDU 605 School Media Center 3 Credits
Technology has changed the ways in which information is accessed today dramatically impacting the traditional role of the school library media center. This course will review the historic role of library instruction and the changes that need to take place to prepare students with the information acquisition skills necessary today.

EDU 607 Information Literacy in the 21st Century 3 Credits
This course will support teachers and others in thinking critically about information and media resources relevant today. Skills will be taught that can be readily utilized with students to teach them to be critical reviewers of all materials and reference sources.

EDU 608 Children's & Young Adult Literature 3 Credits
Students will explore contemporary literature for children and young adults at the early childhood, elementary, middle and high school levels. The ability to select and evaluate quality literature for children and youth, and the skills necessary to plan and integrate literature into a K-12 program will be addressed.

EDU 609 Online Teaching Internship 3 Credits
Learners will have the opportunity to demonstrate professional skills and knowledge in meeting the unique needs of online learners by using a Learning Management System (LMS) to develop their own online course. Learners will create engaging content and activities that reflect best practices for promoting critical thinking, student retention, and ensuring a robust community environment in the online classroom. Learners will use a professional online course evaluation instrument to rate their courses and those of their peers to inform the improvement and finalization of a quality online course. Prerequisite: EDU 602.

EDU 610 Introduction to Teaching & Learning with Technology 3 Credits
The tremendous growth of technology has had an enormous impact on academics, and knowledge acquired has perpetually altered the dynamics of teaching. However, pedagogical preparations for the use of the new learning technologies requires an understanding of their worth in the context of historical implications, philosophical foundations, educational psychology, and learning theories.

EDU 613 Technology Issues in Instruction 3 Credits
The focus will be on issues related to the use of technology in learning including equity, access, technology literacy, plagiarism, the effective use of games and simulations, and the trend toward e-learning. Students will evaluate various examples of technology-based instruction for instructional quality as well as relevance to the classroom and training environment. Course assignments will include participation in discussions, evaluation of courseware, online journal articles and other web sites, and individual reviews of relevant literature.

EDU 615 Leading the Change Process in Curriculum & Instruction 3 Credits
The course will explore the role of the change agent in the identification, planning, implementation, and assessment of change initiatives for improved achievement. The impact of change on the individual, course, program, and system level will be studied. Research-based standards for successful leadership will be identified and applied as students examine the impact of administration and management on teaching and learning.

EDU 616 Methods & Materials for Teaching & Learning With Technology 3 Credits
This course focuses on the application of technology to enhance instruction. Students will be exposed to the courseware, software applications, and technologies used in instructional technology and discuss ways they can be used effectively. Course assignments and projects require the use of productivity tools, presentation tools, digital imaging, Internet Websites, and online learning platform technologies. Teaching style with technology-based instruction will be explored. Various software and hardware tools will be utilized to enhance presentations, strengthen professional productivity, and encourage critical thinking skills of learners.

EDU 617 School, Family & Community Partnerships 3 Credits
Parent and community involvement is a crucial element to school success. Promoting the social, emotional and academic skills necessary for student success in the 21st century requires a team effort of collaboration with schools, families and the community. Students in this course will explore strategies and research for engaging partners in the ongoing education of children in the community.

EDU 618 Assessment of Learning Outcomes With Technology 3 Credits
Learner-centered principles are used in this course to present a multidimensional approach to assessing learner outcomes. Technology is utilized to integrate fundamental statistics, learning system designs, and learner characteristics into the assessment of outcomes.

EDU 619 Technology for Mathematics Education 3 Credits
Students will investigate and evaluate technology that supports user interactivity and mastery of mathematical concepts in grades Pre-K through middle school in this course. Alignment to mathematical standards and recommendations from The National Council of Teachers of Mathematics (NCTM) will be explored as part of the evaluation of materials. Assessment and differentiation of instruction and student learning will also be addressed.

EDU 620 Meeting Individual Student Needs With Technology 3 Credits
This course fosters awareness of individual learner characteristics that impede successful achievement. Milder forms of learning disabilities, emotional disorders, and dysfunctional social conditions that are prevalent in typical instructional situations are evaluated. Alternative pedagogies utilizing computer technology applications to alleviate such barriers are explored. Prerequisite: EDU 673.

EDU 622 Development of Interactive Learning Modules 3 Credits
The focus in this course is the development of resources to be used for instruction. Using the information gathered from previous courses, the student creates a project that engages learners in interactive activities. The activities in this course will utilize technology as a tool to enhance pedagogical practices. The performance outcomes of these activities must promote both creative and complex thinking skills.

EDU 623 Introduction to Teaching & Learning 3 Credits
This course is designed to introduce the student to the Master of Arts in Education Program. Students will engage in self-assessment and reflection focused on the philosophy of serving the needs of all students within the context of the community. (Equivalent to EDU 650.)

EDU 625 Managing the Instructional Environment 3 Credits
In this course the student identifies and explores the internal and external factors that serve to challenge teachers and trainers in instructional environments. Logistical and behavioral components of creating an engaging learning environment are explored. Individual and group dynamics with the integration of technology are evaluated.
EDU 626 Research Design & Methodology 3 Credits
In this course the student accesses sources of educational information, evaluates research evidence, studies various types of educational resources, and applies research to the instructional setting. The focus of this course is research on issues in educational technology and the use of technology tools for making data-driven decisions using both quantitative and qualitative methods. (Equivalent to EDU 671.)

EDU 627 Culturally Responsive Learning Environments 3 Credits
This course will explore how cultural influences affect learning. Research-based teaching strategies for diverse populations will be examined. The challenges impacting the teaching and learning within diverse environments will be explored. A learning plan will be developed reflective of considerations to diverse cultural needs.

EDU 629 Linguistically & Culturally Diverse Learners 3 Credits
This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implication for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined.

EDU 631 Politics, Policy-Making & Political Action in Education 3 Credits
This course is designed to prepare learners with the ability to compare and contrast roles of various stakeholder groups in the making of public education policy. Additionally, learners will be able to make informed predictions about the educational policy based on historical and contemporary landmark cases. Learners completing this course will be able to evaluate the influences special interest groups have in shaping individual and group power within educational institutions and create an informed position on a topic of personal interest in the field of education.

EDU 633 Educational Policy Formation 3 Credits
This course is designed to focus on theories and models of policy-making process, including pluralism, elitism, systems analysis, structuralism, and state autonomy models. The course examines how different theories view the roles of political leadership, institutions, interest groups, academics experts, and external influences in the policy-making process. The course examines how different factors influence policy outcomes and processes at various stages of the development process. The course provides students with analytical tools to understand variations in the policy-making process and the opportunity to develop their own applications.

EDU 635 Community & Youth Development 3 Credits
This course will support teachers and others with the development of practical strategies and tools to support community-wide efforts to strengthen and support youth today. Advocacy for youth development as well as strategies to support youth from a wide range of backgrounds will be addressed.

EDU 637 Planning, Implementing & Assessing Instruction for Diverse Learners 3 Credits
This course is designed to develop and assess appropriate instruction and programs for diverse learners. Students will explore the relationships between first and second language proficiency in identifying the cultural influences on learning. Effective instruction and program development will be explored in assessing culturally responsive education.

EDU 638 Intercultural Communications & Global Learning 3 Credits
This course explores communication styles within a culturally diverse environment. Students will examine the effects of oral and nonverbal communication styles. Personal and social barriers within diverse settings will be explored. Students will develop and evaluate a plan to lead efforts in promoting cultural awareness within a work setting. An optional international visit will be offered based upon availability.

EDU 639 Human Relationships & Learning in the Multicultural Environment 3 Credits
Students will explore and experience the impact of interpersonal communication concepts and skills upon the creation and maintenance of positive human relationships. The student will develop a knowledge base of selected cultural groups to acquire the competency to identify basic cultural modalities that have an effect upon the teaching and learning processes. Students will demonstrate the integration of the course content to their own personal values and teaching styles. The student will also demonstrate application of human relationship skills to the educational setting and the community. Prerequisite: EDU 650.

EDU 642 Understanding & Teaching English Language 3 Credits
In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied.

EDU 643 Methods, Materials & Technology for Learning a Second Language 3 Credits
Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning.

EDU 644 Child & Family Welfare 3 Credits
This course will examine public policies in place to support children and families in at-risk situations. A focus on the services and programs offered to support families and children as well as the development of protective factors in families will be offered in this course.

EDU 645 Learning & Assessment for the 21st Century 3 Credits
Supporting the measurement of 21st Century Thinking Skills requires assessments that appropriately measure student skills and content knowledge. Such assessments must be meaningful, relevant and supportive of long-term success in the 21st century and be used to monitor student progress, driving instructional decisions to meet the needs of all learners. Using real-world applications, students of EDU 645 will learn how student learning is enhanced through instructional & curricular rigor and alignment of formative and summative assessments. Further, how student measurement data can be used to monitor student progress and make instructional decisions will be explored. (Equivalent to EDU 618.) Prerequisite: EDU 673.

EDU 646 Algebra Instruction for Elementary & Middle School Teachers 3 Credits
Today's teachers must be prepared to teach students more than memorization of rules and procedures to solve equations. This course will prepare teachers to teach the process standards of problem solving, communication, reasoning and proof, connections and representations as outlined by the National Council of Teachers of Mathematics (NCTM).

EDU 647 Families, Communities & Diversity 3 Credits
This course will focus on establishing relationships and partnerships within families and community of diverse cultures. Specific strategies in developing programs promoting cultural competence within families and communities will be explored. Students will analyze available family and community resources within their community in promoting and supporting cultural diversity.

EDU 648 Teaching & Learning with Technology 3 Credits
This first course is an overview of the field of educational technology including instructional design, influence of learning theory on technology application as well as the various technologies available and their application to learning.

EDU 649 Technologies for Teaching & Learning 3 Credits
This course focuses on identifying appropriate technologies for teaching and learning. Special attention will be directed in analyzing teaching and learning styles. Identifying and evaluating technologies to meet
individual needs will be explored in both educational and corporate environments.

EDU 650 Teaching, Learning & Leading in the 21st Century 
3 Credits
This course is designed to give students a real world perspective into the world of the classroom and analyze the range of perspectives and topics that impact being a successful teacher, learner, and leader in the 21st century. This course provides an opportunity for students to experience the contemporary nature of what it is like to teach and learn in today's changing schools while focusing on identifying innovations that can develop students' capacity to be agents of innovation, collaboration, and creativity. (Equivalent to EDU 623.)

EDU 651 Collaboration & Learning in a Virtual Environment 
3 Credits
Students will explore teaching and learning in virtual worlds. Project-based design, facilitation, and evaluation of instruction, research, and other resources will be examined. The use of online collaboration for student learning and effective uses of various technologies for social networking will be explored.

EDU 652 Instructional Design & Delivery 
3 Credits
This course covers various elements of the instructional design process including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, and evaluation instruments. Students are expected to learn how to plan, develop, evaluate, and manage the design of effective instructional materials.

EDU 653 Teaching in Higher Education 
3 Credits
The course will examine education theories, methods, and strategies for the improvement of instruction in higher education. Emphasis will be placed on the unique challenges of teaching in a changing environment in higher education. Students will explore factors that affect adult learning and the organizational cultures that promote or inhibit learning.

EDU 654 Student Development in Higher Education 
3 Credits
This course will examine student development theories from a sociocultural and psychological developmental perspective. Factors affecting the teaching and learning related to the college environment will be analyzed. Theories of student development and their applications in student affairs programs, services, and activities will be reviewed.

EDU 655 Trends & Issues in Instructional Design & Technology for On-line Learning 
3 Credits
Students gain the necessary skills and knowledge to design effective instructional materials for use in an on-line learning environment. Powerful innovations that may redefine teaching and learning practices will be explored throughout the course.

EDU 656 Technology Solutions for Just in Time Training & Learning 
3 Credits
This course will allow students to develop an understanding of the planning for and application of technology for training that meets institutional and organizational needs. Students will utilize technology to effectively develop a request for proposal plan for training utilizing technology to inform, motivate, and prepare learners.

EDU 657 History & Philosophy of American Higher Education 
3 Credits
The course will provide an overview of the historical development and cultural backgrounds of higher education in America. Emphasis will be placed on the major themes and developments in American higher education, including the ideologies, people, cultures, and movements that have been a part of the development of higher education. Critical issues and trends in higher education will be examined.

EDU 658 Instructional Leadership 
3 Credits
This course focuses on leadership in the educational or corporate environment to bring about change required to meet learning and training needs. Students will evaluate their professional environment. Leadership tools to provide increased learning opportunities will be used to design learning experiences and evaluate results.

EDU 659 Testing & Assessment for English Language Learners 
3 Credits
Various tools and methodologies for assessing English proficiency in speaking, listening, reading, and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design.

EDU 660 Tests & Measurements 
3 Credits
This course will explore the selection and use of tests and measurements for individuals planning a career in school and non-school settings. Technical skills will be examined for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests such as ability, intelligence, achievement, personality, family, and behavioral.

EDU 661 Data Analyses & Decision-Making 
3 Credits
This course is designed to focus on technology for the administration and scoring of assessment. The strengths and limitations of technology applications to assessment will be examined.

EDU 662 Curriculum & Assessment in Higher Education 
3 Credits
The course will study the relationships between planning and student learning at course, program, and institutional levels. Models of curriculum design, development and change in higher education will be presented. Emphasis will be placed on examining curricular leadership and assessment strategies.

EDU 663 Assessment & Public Policy 
3 Credits
This course provides the foundations and history of program assessment, accountability, and quality assurance to the governance, funding, and purposes of assessment and measurements. Implementation and reporting of assessment data to multiple audiences will be explored. The course will examine the roles of program evaluators in improving performance and achievement.

EDU 664 Teaching Mathematics & Science through Literature 
3 Credits
This course provides an overview of the uses of literature across the curriculum to allow for real-life connections and application of various skills. The course will explore research supporting curriculum integration with a specific focus on the integration of literature for teaching math and science concepts. Students will explore units of study that address content standards in math and science utilizing children’s literature.

EDU 665 Performance Assessments 
3 Credits
This course is designed to examine the design, development, and implementation of performance-based assessment. Task analysis and design, scoring schema, and assessment delivery are covered through critique and practice.

EDU 666 Reading Instruction & Early Intervention 
3 Credits
Reviews of various research based reading programs will be examined critically. Evaluation will be based on cost, alignment to standards, and research in regard to program effectiveness. Intervention programs for struggling readers and their role in a traditional school setting will be explored.

EDU 668 Reading Comprehension Across the Curriculum 
3 Credits
This course will support teachers and others in working with students to improve reading comprehension across all areas of the course. Research investigations into the brain activity required for reading comprehension will be reviewed. Specific strategies for addressing reading comprehension difficulty will be explored.
EDU 669 The Reading, Writing Connection 3 Credits
This course will emphasize the connection of reading and writing with a
focus on the content areas. Students will be exposed to a variety of
approaches including vocabulary, techniques, comprehension strategies,
and study techniques to use with learners. Issues of assessment,
motivation, and cultural as well as linguistic diversity will also be
addressed.

EDU 671 Fundamentals of Educational Research 3 Credits
This educational research course is designed to teach students how to
use digital sources to locate and evaluate research articles and apply that
information in a learning environment. Students will also consider
ethical aspects of research. Finally, students will evaluate and propose
ways to become change agents by effectively applying research
principles to real-world educational problems and issues. (Equivalent to
EDU 626.) Prerequisite: EDU 620 or EDU 652.

EDU 673 Instructional Strategies for Differentiated
Teaching & Learning 3 Credits
During this course, students will learn about and use evidence-based
differentiated strategies and materials to meet diverse academic
instruction that incorporate the progressive needs of 21st century
learners using student's cultural schema (i.e., personal experiences,
cultural/language norms and family beliefs). Instruction will
align with the Common Core State Standards and alternative assessment
methods to provide a rich inquiry of learning styles while applying
strategies that promote critical thinking and incorporate digital tools and
resources. Prerequisite: EDU 650.

EDU 674 Foundations & Trends in Curriculum & Instruction 3 Credits
The course will provide an overview of the foundational pieces
necessary for effective design and delivery of curriculum and
instruction. Current trends will be compared and contrasted with brain-
Based research from the field. Emphasis will be placed on processes and
procedures for developing both an engaging curriculum and a caring
and responsive learning environment.

EDU 675 Change Leadership for the Differentiated
Educational Environment 3 Credits
Change Leadership for the Differentiated Educational Environment is
designed to ensure that students demonstrate mastery of the MAED
program learning outcomes through the continuation of the capstone
project. Change Leadership for the Differentiated Educational
Environment bridges the learning activities between EDU 671
Fundamentals of Educational Research and EDU 695 MAED Capstone.
This course experience is designed to ensure that students continue their
exploration of action research principles in which they will seek out and
solve an organizational problem within their area of concentration.
Topics in this course will be related to implementing change in an
organization, evaluating the impact of the applied intervention,
communicating outcomes, collaboration, and 21st century leadership
practices. Prerequisite: EDU 671.

EDU 676 Curriculum & Instruction Design for
Increased Achievement 3 Credits
The course will teach a backward design model for curriculum and
instruction that emphasizes clear goals and goals for increased
achievement. Curriculum integration and mapping techniques will be
examined and implemented as students model the power of
collaborative planning and individual reflection. A variety of delivery
models will be explored.

EDU 677 Monitoring & Evaluating Curriculum &
Instruction through Systems Thinking 3 Credits
The course will define and apply the concepts of differentiated
instruction and systems thinking in the development of curriculum and
instruction. Processes and procedures for monitoring and evaluating
programs will lead to an understanding of the complexity of an effective
change process for increased achievement.

EDU 678 Seminar in Curriculum & Instruction
for Diverse Needs 3 Credits
The course will simulate the real-world role of the change agent in
successful implementation of curriculum and instruction for improved
teaching and learning. Students will identify a need, develop an action
plan, implement the steps of the plan, and evaluate both individual and
organizational achievement that results. Prerequisite: Completion of the
previous four Curriculum & Instruction courses or instructor approval.

EDU 679 Technology Solutions for
Organizational Improvement 3 Credits
In this course, students will examine theories, organizational learning
outcomes, and models of assessment and evaluation that lead to
institutional improvement and effectiveness in the use of technology.
Students will follow a logic model to conduct a program evaluation and
develop a proposal for organizational improvement.

EDU 684 Shared Vision of Learning 3 Credits
Students will learn how to develop a shared vision of student
achievement and integrate it into the school plan. By developing and
articulating a belief system and shared vision of teaching and learning,
students will learn how to link improved teaching strategies to school-
wide and district-wide instructional priorities. From this initial building
of a shared vision, students will develop a theory of action directed at
getting to the shared vision by ensuring that relevant student data are
available and examined regularly. Students will learn and apply
strategies for guiding, motivating, delegating and building consensus
among diverse constituencies in the school and community. The reality
is that school leaders must encounter multiple voices in the community
and as such, they need to ensure that these voices are part of the
consensus building for shared visions of schooling.

EDU 686 Educational Policy & Administration 3 Credits
This course focuses on the societal and political contexts in educational
settings. Students will examine various issues that are likely to have an
impact on teaching and learning in a diverse educational setting.
Education policy areas considered include governance, curriculum,
accountability, personnel development, and school finance.

EDU 687 Building a Learning-Centered Culture 3 Credits
This course is designed to provide an opportunity for participants to
learn how to advocate, nurture, and sustain a school culture and
instructional program that is conducive to student learning and staff
professional growth in a standards-based system of learning. In this
course students will develop an understanding of the rationale for and
the components of standards based curriculum and instruction and how
they link to students' learning needs. Students will learn to apply
student data to determine policy decisions and leadership actions to
improve the instructional program. They will learn to apply site-based
teacher-practice data to determine leadership actions to drive
professional development and identify student support systems that
result in increased student performance. Students will also explore
research on diverse learning styles and differentiating instruction for all
learners. It is in this course that students learn the power of a system-
based approach that builds coherence through a standards-based
curriculum and instruction; supervision that supports differentiated
instruction in support of accelerating student learning, and the
development, implementation, and evaluation of professional
development that supports standards-based curriculum and instruction.
Prerequisite: EDU 684.

EDU 688 Organizational Management for
Student Learning 3 Credits
Students are introduced to safe school environments, data-driven
decision-making strategies, practice using various assessment tools and
monitoring systems for teaching and learning, and learn district, state,
and federal accountability systems. Students will gain an understanding
of the legal policies pertaining to classified and certificated personnel.
Students will also continue to apply a system-based approach that builds
coherence through the alignment of fiscal, human, and material
resources to support the learning of all sub-groups of students. Prerequisite: EDU 687.

EDU 689 Personal Ethics & Leadership Capacity 3 Credits
This course develops students’ abilities to model integrity and justice while learning and applying a variety of decision-making and problem-solving strategies. In this course, students will write a personal code of ethics that includes their moral purpose and belief system for the improvement of teaching and learning. Students will also address issues of equity such as race, language, religions, and sexual harassment. Students will learn ways to inspire and motivate others, and to effectively communicate shared decision-making outcomes to stakeholders. Students will continue to build understanding around the leadership practices that create a learning-centered and trustworthy school community that provides high levels of learning for all students. Prerequisite: EDU 688.

EDU 690 Electronic Summative Portfolio 3 Credits
Using LiveText software, students will begin to create an electronic, professional portfolio that documents personal and professional growth. Artifacts that parallel INTASC standards will be required for classroom teachers. Corporate trainers will focus on skill-based instruction and outcomes in accordance with the NETS-T standards.
This will be an ongoing project through the remainder of the courses within this program and will be finalized in EDU 697.

EDU 692 Creativity, Culture, & Global Contexts in Education Decision Making 3 Credits
This course provides rich opportunities for participants to learn how culture, creativity, and innovation impact teaching and student learning in the 21st century. Participants will adopt a global perspective of teaching and learning to understand how the infusion of 21st century skills impacts curriculum and prepares learners for the challenges associated with living and working in the 21st century. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional practices to support the learning of 21st century skills. Prerequisite: EDU 650.

EDU 695 MAED Capstone 3 Credits
The Capstone is a course in which students will demonstrate their attainment of the program outcomes through a spiraled process of skill demonstration including reflection, application, and evaluation. First, students will reflect on patterns in academic work as well as design and development challenges associated with previous course work so as to take control of one’s professional growth and become a more self-directed learner. Next, students apply the framework of 21st Century teaching and learning to redesign prior MAED activities and then evaluates how 21st Century skills influence program learning outcomes. Last, students will use digital tools to showcase their scholarly artifacts through the creation of a digital portfolio for both course, and professionally related purposes. Prerequisite: EDU 675.

EDU 697 MATLT Capstone: A Project Approach 3 Credits
This Capstone course requires students to synthesize their skills and knowledge acquired throughout the MATLT program. The Capstone project must present a practical application that is appropriate for a professional environment in the students’ chosen field of work, be appropriate for inclusion in a professional portfolio, and incorporate a relevant problem or issue that can be supported through formal research. Furthermore, the project should demonstrate significant content across the spectrum of MATLT courses and promote the accomplishment of professional and personal goals. In addition, students will create a professional brochure highlighting their skills, strengths, and educational preparation.

ELL English Language Learner

ELL 240 Linguistically & Culturally Diverse Learners 3 Credits
This course explores strategies and techniques to support the success of language and culturally diverse students. The values, customs, and communication styles of cultural groups and their implications for teaching are considered. Research-based instructional approaches to developing English learner literacy will be examined. This course may have a travel abroad component.

ELL 242 Understanding & Teaching English Language 3 Credits
In this course students will study the structure of the English language in order to better understand the difficulties that arise in learning a second language. English phonology, syntax, analysis, and application of linguistic theory will be studied.

ELL 351 Listening & Speaking in a Second Language 3 Credits
The stages of language development as well as ideas and strategies to enhance oral language learning and acquisition in the classroom will be applied in this course. Theories and methods of teaching language as communication in oral and aural modes will also be applied.

ELL 353 Reading & Writing in a Second Language 3 Credits
The relationship between first and second language comprehension as well as the reading comprehension and writing connection will be explored in this course. The use of differentiated literacy instruction for English Language Learners will be the central focus.

ELL 354 Grammar in a Second Language 3 Credits
This course will provide students with foundational knowledge of how and why English grammar is necessary for teaching the four language skills, and recognizing and correcting student errors. This course provides students with an overview of English grammar and strategies for implementing grammar instruction. Students will critique lesson plans in terms of best practices, and create their own lesson plans for specific student populations by applying their knowledge of English grammar and language pedagogy.

ELL 355 Methods, Materials, & Technology for Learning a Second Language 3 Credits
Strategies for English Language Learners in the content areas while maintaining a language development focus will be illustrated. Specific strategies, materials, technology, and learning activities will be examined to support learning.

ELL 357 English Language Teaching & Adult Learners 3 Credits
Theory and methodology applicable to English language instruction are integrated in the context of working with adults. Materials and methods suitable for working with adult English learners will be explored and evaluated in this course.

ELL 359 Contemporary Issues in English Language Education 3 Credits
Historical influences on instructional design in second language education will be explored. National and state standards for all learners and the implication for ELL instruction will be analyzed. Dual language instruction, bilingual education, and the politics of this as contrasted to English Language immersion programs will also be examined.

ELL 361 Language Learning in a Global Context 3 Credits
This course introduces students to the issues surrounding second language learning around the world. Emphasis will be given to educational, civic, business, governmental, and cultural issues.

ELL 420 Testing & Assessment for ELL Students 3 Credits
Various tools and methodologies for assessing English proficiency in speaking, listening, reading and writing for both ELL children and adults will be critiqued. Formative and summative assessments will be explored with an emphasis on the application and appropriateness of their use for instructional design.

ELL 497 English Language Learner Studies Capstone 3 Credits
This is the capstone course for the English Language Learner Studies major, to be taken at the completion of the major courses. This course
provides students with the opportunity to integrate and apply their learning from the course of study for English Language Learners studies in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the Teachers of English to Other Language Speakers (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) standards, developmentally appropriate practices based upon language development research, and professionalism. This course will culminate with a comprehensive final project that integrates the student learning throughout the program. Prerequisite: Successful completion of the General Education Capstone course.

ENG English

ENG 121 English Composition I 3 Credits
This course is designed to enable students to develop competence in analyzing, organizing, and developing ideas; to locate and use library resources for supporting ideas; and to adapt one's writing to various audiences. Instruction and practice in writing and critical reading is a focus in this course.

ENG 122 English Composition II 3 Credits
This course provides instruction and practice in writing effective expository and persuasive essays. The techniques for doing research and writing research papers are explored. Attention is given to the development of library research skills. Prerequisite: Successful completion of ENG 121 or equivalent with a grade of "C-" or better.

ENG 125 Introduction to Literature 3 Credits
This course is an introduction to the basic elements of fiction, poetry, and drama. Emphasis is on reading literature to perceive the techniques used in each genre, to understand the basic theoretical approaches to literature, to acquire the vocabulary associated with literary criticism, and to analyze and evaluate literature.

ENG 201 American Literature to 1865 3 Credits
This course will examine American literature from early colonization through 1865, including texts from the colonial, revolutionary, and antebellum periods. The focus will be upon literary analysis and literary movements contextualized by American history and culture.

ENG 202 American Literature After 1865 3 Credits
This course will examine American literature focusing on a selection of works published between 1865 and the present. We will explore the impact of social and cultural transformations on our national literature working through literary movements and paying close attention to the development of ideas about gender, race, region and nation as expressed in fiction, poetry, and drama.

ENG 225 Introduction to Film 3 Credits
This course is designed to help students understand and appreciate movies and film more completely. The course examines the ways in which movies and films are shot, tell stories, develop characters, and depict physical reality. Classes consist of critique and analysis of movies and films.

ENG 315 Business & Professional Writing 3 Credits
Instruction in the planning, organization, construction, style, and tone of several forms of business and professional correspondence: letters, interoffice communication, resumes, and formal reports. A review of grammar, punctuation, and usage is incorporated into the course. Prerequisites: ENG 122 and junior standing or permission of the instructor.

ENG 317 International Voices 3 Credits
An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interview, and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisites: Fulfillment of English Proficiency requirement.

ENG 318 Creative Writing 3 Credits
This course provides writing experiences in fiction, nonfiction and poetry for students who have a strong interest in creative expression and have some experience in writing in one of these genres. Various aspects of the imaginative process are explored with separate application made to the genres of fiction, nonfiction, and poetry. Students write in each genre, participate in workshops with instructors, join with instructors and writing practitioners in critiquing colleagues' work, and make presentations of their own work.

ENG 321 Introductory Linguistics 3 Credits
This course provides students with an introduction to the principles and methods of linguistic theory. Basic concepts included are phonology, morphology, syntax, and semantics. The developmental stages of language acquisition and the variations of dialect and style observed in spoken and written English are also examined. Students practice applying linguistic theory to explain language-related phenomena encountered in everyday life.

ENG 325 Intermediate Composition 3 Credits
Intermediate Composition is designed for students who have some experience with college-level writing but want to develop their ability to write. The goal of this course is to help students learn techniques for writing effective narrative, reflective, analytical, and research essays. These techniques include the effective use of specific details to engage and persuade readers, methods of organization that enable readers to follow a line of thinking, and strategies for editing sentences for clarity and conciseness. Prerequisites: ENG 121 and ENG 122 or equivalents.

ENG 328 Scientific & Technical Writing 3 Credits
Students will develop the skills necessary for writing about scientific, environmental, medical, and technological topics. Emphasis is placed on making complex and technical information understandable to a variety of audiences. Prerequisites: ENG 122 and fulftiment of the General Education Science requirement.

ENG 341 Studies in Literary Genres 3 Credits
This course will introduce students to literary genres such as poetry, short fiction, creative non-fiction, drama, and the novel. Students will read, analyze, and write critically about representative selections in the various genres.

ENG 345 British Literature I 3 Credits
This course examines writing by representative British authors in various genres from the Anglo-Saxon period through the mid-eighteenth century.

ENG 346 British Literature II 3 Credits
This course provides a survey of writing by representative British authors in various genres from the Romantic Period to the present.

ENG 350 London Theatre Tour 1 Credit
The course is designed to enable students to appreciate and experience theater in London. Prerequisite: ENG 125 or permission of the instructor.

ENG 353 Evolution & History of the English Language 3 Credit
Where did English come from, how has it evolved into the language that is used today and, why does American English behave differently than, for example, the English spoken in Ireland? Also, in what ways are different languages distinct, and how are they similar? Students will trace the historical origins and influences of the transformation of the English language. Students will also explore the major theories of the evolution of language.

ENG 380 Literary Research 3 Credits
This course is designed to teach the techniques for conducting literary research. Students will focus on particular authors while focusing on the essential skills of literary research. In addition to short critical essays, students will produce a major research paper.
COURSE DESCRIPTIONS

ENG 438 Literary Theory 3 Credits
This course is designed to provide students with the knowledge, skills, and tools to develop an understanding of the nature of literature, what functions it has, what the relation of the text is to the author, the reader, to language, to society and to history.

ENG 497 English Capstone 3 Credits
Students will demonstrate mastery of the concepts and methodology in the major by producing a final project that includes extensive research into the selected topic. Prerequisite: Successful completion of the General Education Capstone course.

ENV Environmental Studies

ENV 230 Concepts of Sustainability 3 Credits
This course is designed to provide a sound understanding of the ecological, technological, economic, political, and ethical dimensions of environmental sustainability. Through the study of selected incidents and current projects, students will examine food systems, transportation, energy, urbanization, rainforests and global climate change, and defend a position in sustainability.

ENV 300 Environmental Biology 3 Credits
A study of biodiversity. The origin and evolutionary history of biodiversity, including the geological forces that shaped its course, will be discussed. This course will be made pertinent through discussions of the impact of human activity on biodiversity and subsequent impact on the human population. Prerequisite: An introductory biology course or SCI 207.

ENV 322 Energy & Environmental Systems 3 Credits
This course is designed to provide knowledge relative to the relationship between energy consumption, energy generation, their related externalities, and conservation in the context of diminishing reserves of fossil fuels and increasing availability of renewable resources. Students will defend a position related to a particular energy source and its effect on the environment.

ENV 325 Environmental Management 3 Credits
This course examines the issues in the urban environment and the interactions between theory and policy relating to urbanization, industrialization, and the impact of population growth on the environment.

ENV 330 Environmental Ethics 3 Credits
This course is a study of the ethical dimensions of selected contemporary environmental controversies. Students will examine the major theoretical approaches to environmental ethics, value systems, and specific issues including biodiversity and wilderness preservation.

ENV 333 Environmental Impact 3 Credits
Following the guidelines set by the National Environmental Policy Act (NEPA) and its subsequent modifications, students will learn the fundamental methods of analysis required for conducting a robust Environment Impact Statement (EIS). Students will learn the fundamental elements of an EIS through the examination of contemporary cases.

ENV 345 Business & the Environment 3 Credits
An environmental economics approach is used to illustrate the impact of the firm on the environment and environmental policy on the firm. Cost-benefit analysis is developed in student-driven research projects.

ENV 495 Environmental Research 3 Credits
This course introduces students to the various stages in the research process. Course design focuses on scientific journal article construction as well as research design, data collection, and statistical analysis.

ENV 497 Environmental Studies Capstone 3 Credits
Students will utilize knowledge gained throughout the program to construct a final Capstone Project focused on the design and implementation of a sustainable community. This Project will allow students to display content area knowledge over all completed courses.

ESE Education Special Ed

ESE 315 Survey of Exceptional Students 3 Credits
An investigation into the knowledge, skills, attitudes, and behaviors needed to identify and instruct students with disabilities in varied school settings. Attention will be given to the variety of students that special educators are likely to come into contact with. Students will examine the issues of providing services to identified individuals within and outside school settings.

ESE 370 Learning & the Brain 3 Credits
Teaching and learning issues within a cognitive processes context are explored. This course covers the study of emotion, memory, and recall as well as early brain development and its relationship to learning.

ESE 631 Survey of the Exceptional Child 3 Credits
This course provides an introduction to the education of students with diverse learning abilities and styles, including children with mental retardation, physical disabilities, learning disabilities, those identified as gifted and talented, and those diagnosed as having attention deficit disorder. These and other disabilities and special abilities are explored with a focus on the identification of individual differences in development and learning, and risk factors associated with exceptionalities. Developmental variations and patterns of these exceptionalities are examined along with the educational support strategies, the effects on the family and the rights of children.

ESE 633 Collaborative Relationships & Transition 3 Credits
This course focuses on effective education-based collaboration strategies for special educators who have multiple roles and serve numerous functions when designing and implementing developmentally appropriate and challenging learning experiences for students with a disability. As the special educator job is multifaceted, additional focus is on formulating a team-centered framework that provides academic support for various service delivery models. Additionally, candidates will learn how to effectively collaborate through verbal, written, and digital communication with collaborative transition team members who enable students to meet 21st century standards post-high school completion. Prerequisite: ESE 631.

ESE 691 Behavior Management in the Classroom 3 Credits
This course provides strategies for changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures. Designed to provide the teacher practical "how to" skills in classroom management, modification of behavior, and other management skills directed toward establishing an environment of learning. Prerequisite: ESE 631.

ESE 697 Characteristics of Students with Mild & Moderate Disabilities & Evidence-Based Strategies for Instruction 3 Credits
This course investigates the characteristics of students with mild and moderate, high-incidence disabilities (LD, EBD), as well as the most effective strategies for teaching students with these disabilities. The central focus of the course is to design quality instruction to meet the needs of a range of learners in an inclusive classroom, as well as to leverage effective approaches and strategies to teaching and assessing students with disabilities. Prerequisite: ESE 631. (Equivalent to ESE 695.)

EXP Freshman Experience

EXP 105 Personal Dimensions of Education 3 Credits
This course is designed to help adult learners beginning their university studies to achieve academic success. Students will explore learning theories, communication strategies, and personal management skills. Adult learners will develop strategies for achieving success in school and work. Students will also be introduced to the University's
institutions outcomes and learning resources. Successful completion with a "C-" or better or equivalent is required.

**EXP 200 Fundamentals of Adult Learning** 3 Credits
This course presents adult and experiential learning theories and applies them to the student’s life and experiences. Kolb’s Model of Experiential Learning will be examined and used to design prior learning experiences. Students will investigate the roles of reflection and metacognition in the learning process. Guidance and practice will be given in developing an experiential essay structure that will plausibly demonstrate college-level experiential learning outcomes. The experiential essay written in the course can be submitted to the Prior Learning Assessment Center at the completion of the course for a potential of three additional credits.

**GEN General Education**

**GEN 103 Information Literacy** 3 Credits
This course will provide a foundation in information literacy skills. Students will learn distinct research methods for various types of questions as well as develop methods to evaluate resources based on authorship, authority, credibility, information type, currency, and purpose. A focus on the use and acknowledgement of resources will provide students with a ground for future ethical research. The course will emphasize the use of academic research and organization tools with a focus on applying those methods to make informed choices and think critically about various sources of information.

**GEN 499 General Education Capstone** 3 Credits
This course provides students with a cumulative and integrative learning experience grounded in their general education experience. Through the study of selected interdisciplinary topics and coursework-embedded assessments students will demonstrate mastery of essential competencies and application of different ways of knowing. Students will apply the general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. A minimum grade of “C-" is required to meet course requirements. Prerequisite: 75 credits or permission of the student’s school or college dean.

**GEO Geography**

**GEO 308 GIS Software Application** 3 Credits
This course is an introduction to the Geographic Information Systems (GIS) software that is widely used to conduct spatial analysis in the areas of environmental science, business, defense and intelligence, education, government, health and human services, public safety, transportation, and utilities and communication. Students will learn the ArcGIS system and become experienced in the analysis of spatially related data and the digitized map system.

**GRO Gerontology**

**GRO 320 Adult Development & Aging** 3 Credits
This multi-disciplinary course presents views, perspectives, and research on aging and the aging process with emphasis on the life-span perspective. Current research and theory covering psychological, sociological, anatomical, physiological, and biological aspects of aging are explored.

**GRO 325 Aging & Health** 3 Credits
This course examines the interface between health and aging. A broad range of health concerns and issues of older persons are explored from physical, mental, and emotional perspectives.

**GRO 330 Social Policy & Aging** 3 Credits
This course explores the context and process for policy making impacting older adults in the United States. Topics covered include elder advocacy, retirement, inequalities in access and procurement of services, employment, Social Security, Medicare, Medicaid, delivery and regulation of health care, elder abuse, and social/community services.

**GRO 338 Mental Well-Being & Aging** 3 Credits
This course explores models of mental health for older adults. The content examines mental well-being in older adults from both the individual (micro level) and societal perspectives (macro level).

**GRO 410 Death & Dying** 3 Credits
This multi-disciplinary course offers an overview of psychosocial aspects of death and dying. Topics include attitudes toward death, preparation for death, care of terminally ill patients, funerary issues, mourning, grief practices, suicide, and euthanasia.

**GRO 440 Ethics & Legal Aspects of Aging** 3 Credits
This course explores major ethical and legal issues impacting older adults and the provision of services to this population. Case studies and court decisions are incorporated throughout the course to address legal and ethical considerations/issues from social, cultural, and individual perspectives.

**GRO 497 Gerontology Capstone** 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of gerontology. 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.

**HCA Health Care Administration**

**HCA 205 Introduction to Health Care** 3 Credits
This is an introductory course that explores the historical evolution of health care in the United States, its financing sources, technology, delivery of care and the stakeholders who comprise the health care system. The structure of the health care system, including the Patient Protection and Affordable Care Act, better known as Obamacare, will be discussed along with the various components that influence health care such as legal, ethical, regulatory, and fiscal forces. Students will also explore other health care systems and examine the potential future of health care in the United States.

**HCA 281 Accounting Concepts for Health Care Professionals** 3 Credits
This course is designed as an applied managerial and financial accounting course, designed to provide health care decision-makers with fundamental concepts of health care accounting practices and procedures. Prerequisites: Successful completion of Mathematical and Information Technology competencies. (Cross-listed as ACC 281.)

**HCA 305 The U.S. Health Care System** 3 Credits
This is an introductory course that explores the historical origins, foundations, values, and resources of the U.S. Health Care System. Other national health care systems are discussed in a comparative discourse with that of the United States. Throughout the course, the health care service component is integrated with market place, legal, ethical, regulatory, and financial factors as forces influencing the continued evolution of the U.S. Health Care System and the resulting opportunities.

**HCA 312 Health Care Finance** 3 Credits
This course provides an introduction to health care’s fundamental financing concepts. The interaction of funding resources among government agencies and the private sector in the funding of health services is explored. Political and social policies contributing to the demand for health services are discussed. Cost control strategies such as managed care, fee for service and specified contractual arrangements are provided to enable participants in the health care system to make informed decisions. Health services financing and disbursement systems are presented across the domains of for-profit, non-profit, public, grant funding and managed care. Focused attention is given to the discussion of government financing of health services including, Medicare, Medicaid, and specific entities.
such as veterans administration and other categorical funding. Prerequisites: HCA 281 and HCA 205 or HCA 305.

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 205 or HCA 305.

HCA 331 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.

HCA 333 Introduction to Long-Term Care 3 Credits
This course provides an overview of the long-term service delivery continuum. Course topics include: the concept of patient-family-centered services, introduction to theories of adult development and aging, modalities of the long term care delivery system, organizational culture, introduction to regulatory agencies, financial resources, and assurance of quality.

HCA 340 Managing in Health & Human Services 3 Credits
An upper-level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing supervisory roles, managing finances program evaluation, leadership theories and teams in organizations are explored. Prerequisite: HCA 205 or HCA 305.

HCA 375 Continuous Quality Monitoring & Accreditation 3 Credits
This course provides a foundational exploration of the concepts of health care accreditation and continuous quality monitoring. The concept of quality assurance is explored from a perspective of selected accreditation, regulatory, licensing and certification programs. The interface of accreditation and reimbursement is explored. Health information systems are used to analyze the data of health care accreditation, government mandates, and regulatory activities as they impact consumer outcomes. Legal implications of quality monitoring are analyzed. Social, political, professional and organizational influences upon health services delivery are explored from a perspective of demand, special populations, financing and service delivery.

HCA 415 Community & Public Health 3 Credits
This introductory course explores community and public health services in the well-being of a population. Regulatory mandates promoting public and community health are explored. The interface among community and public health services and the overall health care industry is explored. Legal and ethical imperatives emerge in public health services are discussed. Financing options are explored recognizing the role of categorical fiscal resources. Health care promotion and prevention strategies are explored in concert with the role of health care institutions and the public sector. Health information data is utilized in the planning of a community and/or public health project. Prerequisite: Successful completion of the majority of major coursework.

HCA 417 Electronic Health Records 3 Credits
This course begins with an exploration of the evolution of electronic health records (EHRs) and then delves into the current forces driving the adoption of electronic health records. The components of EHR’s are reviewed and the core functionalities of the EHR are examined. Major consideration is given to HIPAA and confidentiality regulatory requirements in terms of EHR management. In addition, the different methods of data capture and recording of data are reviewed, as well as a comparison of contents for an inpatient versus an outpatient EHR.

HCA 421 Health Care Planning & Evaluation 3 Credits
This course utilizes health care research data, research protocols, and information systems in the planning, implementation and evaluation of health care programs meeting the health care needs of a diverse population. Historical perspectives are discussed in tandem with current health programs and future challenges. The impact of public entities in controlling the demand aspects of health services is discussed in light of regulatory legislation. Planning strategies to meet the needs of a diverse population are explored from both the public and private sector. Discussion of the efficacy and efficiencies of past and current programs provide opportunities for analysis of past and on-going service demand and client outcomes. Development of a health care model applying the concepts of reimbursement, supply and demand, contractual adjustments and patient mix in to the planning and evaluation process. Prerequisite: Successful completion of the majority of major coursework.

HCA 430 Special Populations 3 Credits
This is a topics course that explores health care services for special populations. The populations include: mental health, substance addiction, rehabilitation, geriatrics and selected specialty services. The course is problem focused emphasizing access, cost-quality issues and financing considerations. Health information data is utilized as resources for the analysis of demand, quality and cost-efficiency. Historical perspectives are presented as shaping factors influencing the present models of health services for special populations. Government mandates, categorical services, legal, ethical, and reimbursement issues are presented as driving forces in the provision of special population health services. Multidisciplinary models of special population health service models are discussed. Learner will develop a model program for a self-selected special population. Prerequisite: Successful completion of the majority of major coursework.

HCA 442 Contemporary Issues in Aging 3 Credits
This course presents significant major interdisciplinary aging issues and controversies drawn from biological sciences, medicine, nursing, psychology, sociology, gerontology, public policy, and social work. With an emphasis on critical thinking, divergent views and perspectives of aging phenomenology are explored through the reading and research of selected articles and reports covering current topical content.

HCA 444 Long-Term Care: The Consumer Perspective 3 Credits
This course examines the role and impact consumers have in long-term care decision making and provision of care. Factors and challenges influencing consumer choices are explored within the context of long-term care improvement in both institutional and community settings. Current topical issues such as consumer/provider relationships and quality of care are overviewed in this course.

HCA 459 Senior Project 3 Credits
This course provides the learner a format for the integration health care concepts, exploring a self-selected health care topic. The Senior Project may be: 1) problem focused in which the learner identifies a health care problem or issue and conducts research on the topic culminating in a proposed solution; or 2) an observational research project on a self-selected health care topic. Prereq- or Co-requisite: Successful completion of the General Education Capstone course and majority of major coursework.

HCA 496 Health Informatics Capstone 3 Credits
This course is a synthesis of the major ideas, perspectives, 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.

2016-2017 ACADEMIC CATALOG
HCA 497 Health Care Studies Capstone 3 Credits
In this final course students will demonstrate their mastery of program outcomes by reflecting on and synthesizing insights gained from their studies. This will take the form of a focused study of a significant trend or problem in contemporary health care. Prerequisite: Successful completion of the General Education Capstone course.

HCS Health Care Studies

HCS 308 Introduction to Nutritional Concepts 3 Credits
This introductory course provides an overview of the basic principles of nutrition including the basic functions, needs, and sources of micronutrients. Students apply nutrition principles to personal needs, as well as needs of individuals across the lifespan. Nutrition controversies are explored in addition to learning about the anatomical and physiological impacts of inadequate/proper nutrition practices and the risk for disease. Note: This course is designed for students with no previous and/or limited science background.

HCS 311 Health & Wellness in Adulthood 3 Credits
This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness in adulthood. Physical, social, intellectual, emotional occupational, spiritual, and environmental elements of wellness are explored within the context of a wellness lifestyle.

HCS 316 Cultural Diversity in Health & Illness 3 Credits
This course explores the complexities and dimensions of health and illness through diverse cultural perspectives. Traditional health beliefs and practices among selected populations are presented along with the influences of social, political, and demographic changes impacting issues and perceptions of health and wellness in a multi-cultural society.

HCS 321 Foundations of Complementary & Alternative Health 3 Credits
This course introduces students to basic definitions and classifications of non-allopathic complementary and alternative health systems. Content includes the history and development of practices, practitioner nomenclature, and cultural influences of the major systems of Complementary and Alternative Medicine used today.

HCS 323 Health & Wellness Promotion Throughout the Lifespan 3 Credits
This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle.

HCS 326 Holistic Health 3 Credits
This course examines health in relation to living a balanced life and the synergism of mind, body, and spirit, rather than approaching its study solely from the conventional Western or allopathic perspective. Divided into three major themes, the course investigates the principles of strengthening your inner resources, developing healthy lifestyle practices, and taking charge of challenges to the body, mind, and spirit.

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: HCS 32.

HCS 338 Integrative Health 3 Credits
This course explores the use, integration, and applications of holistic health practices in promoting wellness and managing health challenges. Elements of different health systems are presented with a person-centered approach to health care and wellness promotion. Clinically proven complementary and alternative practice modalities are studied that encompass the mind, body, and spiritual aspects of health and wellness.

HCS 408 Methods of Community Health Promotion 3 Credits
This course provides an overview of the professional scope of entry-level health educator responsibilities. Students gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics comprising the field of health education. The course content explores the theoretical and practical aspects of the field of community health that enable students to identify and apply health education principles to health challenges facing individuals, groups, and communities.

HCS 412 Health Promotion Planning & Evaluation 3 Credits
This course provides an overview of the practical and theoretical elements of health promotion program planning, implementation, and evaluation in a variety of settings. Students explore models and theories used in planning health and wellness promotion campaigns/interventions and how findings of program evaluation can be utilized and applied.

HCS 435 Spirituality, Health, & Healing 3 Credits
This course explores the connections between spirituality, culture, health, and healing. Students examine spiritual rituals and practices from multi-cultural perspectives, in addition to examining elements of spiritual care in a variety of health settings and contexts.

HCS 445 Statistics for Health Sciences 3 Credits
This course provides a practical introduction to statistical methods used in a variety of health research. Topics include descriptive statistics, the standard normal distribution, z-scores, t-tests, ANOVA, correlation, regression, and non-parametric tests. Students perform statistical analyses of health data and interpret results. Prerequisite: Fulfillment of the General Education Mathematical competency.

HCS 495 Complementary & Alternative Health Capstone 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of complementary and alternative health. 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.

HCS 497 Health Education Capstone 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health education. 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.

HCS 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. 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.
HHS Health and Human Services

HHS 201 Introduction to Human Services 3 Credits
This course introduces students to the profession of health and human services beginning with the historical evolution of the field and continuing up to modern day. A broad-based view of the purpose, preparation, and theoretical orientation of the profession is stressed including the many types and career settings of human service professions, scope of work, and duties and functions. Basic skills required by health and human service workers are reviewed, in addition to the roles of human service workers in both clinical and non-clinical settings. An introductory examination of orientations, ethics, and skills related to health and human service delivery in diverse practice settings is included.

HHS 307 Communication Skills for Health & Human Service Personnel 3 Credits
This course emphasizes theories and practice of professional communication skills within the context of health and human services. Students will examine classical approaches and new theories and research in interpersonal, and group communication. Active listening, empathy interviewing, nonverbal communication, and presentation skills are stressed. The impact of family, culture, and gender on communication is integrated through communication exercises and class projects. In this class, students will also have an opportunity to examine the practical implications of these concepts in developing their own communication skills through application of selected communication techniques and strategies.

HHS 310 Health & Human Services Culture: The Helping Relationship 3 Credits
This course examines the role and function of “helping” and helping processes as applied within the context of the health and human service profession. Helper characteristics are considered, relative to optimizing service delivery in diverse health and human service settings serving a multitude of constituents/client groups. Helping strategies and interventions, with attention to principles, methodology, practitioner skills and knowledge are overviewed. Interpretative strategies such as case study analysis, and vignette analysis are used to simulate health and human service settings.

HHS 320 Cultural Awareness in the Human Services 3 Credits
This course prepares students to understand cultural systems, and the nature of cultural identity defined by gender, ethnicity, race, national origin, social orientation, income, physical and mental ability, age, and religion. Emphasis is placed on defining and developing skills for the culturally competent delivery of health and human services.

HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services 3 Credits
Health and human service delivery practices are discussed using contemporary issues, trends, legal aspects, and ethics in an integrated approach. Health laws, ethics, and professional conduct standards including boundary-setting and confidentiality requirements are covered. Professional roles, functions, and legal/ethical responsibilities of health and human service professionals are overviewed using standards published by selected professional organizations.

HHS 440 Technology in Health & Human Services 3 Credits
This course is a survey of the application and integration of technology within the health and human services sector. Informatics issues such as privacy, access, and security are presented. Legal ramifications, professional ethics, and maintaining confidentiality of the client are explored within the emerging technological context.

HHS 460 Research Methods in Health & Human Services 3 Credits
This course is a survey course encompassing the application of research methodology. It prepares students to critically evaluate published research. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Although key statistical concepts are covered, the focus of the course is helping students gain a conceptual understanding of the components of sound research, and to understand the steps and procedures involved in ethical research of the content area.

HHS 497 Health & Human Services Capstone 3 Credits
In this final course, students will reflect upon and synthesize the major insights gained in their study of Health and Human Services. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout their program. The focus is on a strategic health and human services topic that is directly related to access and delivery of services to a selected client group. Prerequisite: Successful completion of the General Education Capstone course.

HIM Health Information Management

HIM 105 Medical Terminology 3 Credits
This course is the study of medical language and includes the building blocks of prefixes, suffixes and root words, definitions, pronunciations, basic medical terms, and common laboratory tests, diagnostic tests and procedures by body system.

HIM 205 Anatomy and Physiology for HIM I 4 Credits
This course is part one of a two-part course that is the study of anatomy, the structure of the body and how the body is organized and physiology, the function and vital processes of the various structures making up the human body. This course includes an overview of the endocrine, cardiovascular, respiratory, lymphatic & immune, gastrointestinal, urinary and reproductive systems. Prerequisite: HIM 205.

HIM 206 Anatomy & Physiology for HIM II 3 Credits
This course is part two of a two-part course that is the study of anatomy, the structure of the body and how the body is organized and physiology, the function and vital processes of the various structures making up the human body. This course includes an overview of the endocrine, cardiovascular, respiratory, lymphatic & immune, gastrointestinal, urinary and reproductive systems. Prerequisite: HIM 205.

HIM 210 Pathophysiology 3 Credits
This course is the study of common human diseases, disorders and conditions. In the course, students will learn the description, symptoms and signs, diagnostic tests, etiology, and treatment for common diseases, disorders and conditions. In addition, the students will learn about the associated drug class for specific diseases, disorders or conditions. Prerequisite: HIM 105, HIM 205, and HIM 206.

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 (EHR) project management including scope, goals, strategic planning, workflow analysis, functional needs assessment and implementation. Students will learn about the financial aspects of the EHR as well as the EHR from a consumer and a nationwide health information network perspective.

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 CPT and ICD-9-CM legacy systems, and organizational structure for provider billing. Prerequisites: HIM 105, HIM 205, HIM 206, and HIM 217.

HIM 251 Clinical Classification Systems II 3 Credits
This course is part II of a two-part course that introduces students to applications for clinical classification and coding. 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.

HIM 252 Legal Aspects of Health Information 3 Credits
This course explores the major legal and ethical issues central to the implementation, application, and utilization of health information across the spectrum of health care settings. Key topics include liability, confidentiality, the legal and ethical ramifications of federal legislative mandates pertaining to health information management and informatics. Prerequisite: HIM 217.

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 healthcare.

HIM 310 Healthcare Reimbursement 3 Credits
This course reviews healthcare reimbursement methodologies, government and voluntary healthcare insurance plans, and inpatient and outpatient reimbursement systems. Students will learn about the revenue cycle, audit processes and compliance strategies. Prerequisite: HCA 205.

HIM 360 Healthcare Statistics 3 Credits
This course introduces the student to the generation and analysis of common healthcare statistics, state and national reporting of information and departmental performance standards. Students will learn how to construct and analyze various tables and charts related to healthcare. Prerequisites: HIM 217 and General Education Mathematical competency.

HIM 370 Professional Practice Experience I 3 Credits
This course focuses on the technical application of concepts introduced in other program courses and explores similarities and differences with various healthcare providers. Students will demonstrate their ability to apply knowledge, analyze situations and create solutions in various healthcare scenarios. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 250, HIM 251, HCA 205, HIM 310, HIM 217, HIM 352, HIM 210, and HIM 360. This course must be taken at Ashford University and may not be transferred from another institution.

HIM 410 Health Informatics – A Systems Perspective 3 Credits
This course focuses on the behind the scenes components of exchange, standards and interoperability of information in healthcare. The course will evaluate informatics-based support resources to include evidence based practice, clinical decision support and transport protocols. Prerequisite: HIM 301.

HIM 420 Health Information Governance & Strategic Planning 3 Credits
This course addresses key components of healthcare information systems and operational effectiveness. Students will analyze the strategic alignment of health information technology, including the evolution of healthcare information systems and data governance. Students will evaluate health information architecture and infrastructure, applications and service management, and administrative and financial systems. Foundational information on the transition of data into knowledge, value analysis, and information management strategic planning is provided. Prerequisite: HIM 301.

HIM 435 Analyzing Healthcare Data 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health informatics. Students will learn about the construction and utilization of health care data sets; the use of computerized statistical packages in health care; and the role of health informatics in financial and performance improvement goals. The student will apply common performance improvement models and tools to develop data-driven organizational reports. Prerequisite: HIM 301.

HIM 440 Health Informatics Research Methods and Data Analysis 3 Credits
This course explores in depth the relationship of research and informatics, research methods, the research process and the quantitative and qualitative analysis of data, including descriptive and inferential statistics. Students will explore the role of epidemiology in research and policy development. Prerequisites: Successful completion of mathematical competency and HIM 360.

HIM 445 Healthcare Project Management 3 Credits
This course explores principles of project management to improve quality and decrease cost in healthcare. While addressing the intersection of healthcare and information technology, students will learn about the project process and related tools and techniques to successfully plan, execute, control and assess a project. Prerequisite: HIM 301.

HIM 450 Healthcare Management 3 Credits
This course focuses on key management principles in healthcare management and unique Health Information Management activities. Students will learn about organizational structure, the planning and decision making process, budgeting, committee and team dynamics, staff hiring and development and key indicators of department performance. Prerequisites: HCA 375 and HIM 360. This course must be taken at Ashford University and may not be transferred from another institution.

HIM 495 Professional Practice Experience II 3 Credits
This course is a combination of virtual activities and a supervised management experience in a healthcare setting. Students complete 40 hours in a professional work environment demonstrating mastery in their knowledge, application, analysis and synthesis of key Health Informatics and Health Information Management concepts. Prerequisite: Completion of HIM program core courses. This course must be taken at Ashford University and may not be transferred from another institution.

HIS History

HIS 103 World Civilizations I 3 Credits
This course is a study of the origins and development of the world’s major civilizations from their beginnings through the seventeenth century. Emphasis is placed on the salient socio-economic, political and religious characters of the civilization and the patterns of interaction among them. Recommended prerequisite: ENG 122.

HIS 104 World Civilizations II 3 Credits
This course is a study of the development and interaction of the world’s major civilizations from the seventeenth century to the present. Emphasis is placed on the rise and decline of European global dominance. Recommended prerequisite: ENG 122.

HIS 203 American History to 1865 3 Credits
American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century. Recommended prerequisite: ENG 122.

HIS 204 American History Since 1865 3 Credits
HIS 204 surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. Recommended prerequisite: ENG 122.

HIS 205 United States History I 3 Credits
American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American
nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century. Recommended prerequisite: ENG 122.

HIS 206 United States History II 3 Credits
This course surveys American history from Reconstruction to the present. Emphasis is placed on the growing pluralism of American society, the effects of industrialization, the evolution of American political institutions, and the increasing importance of the United States in world affairs. Recommended prerequisite: ENG 122.

HIS 306 Twentieth-Century Europe 3 Credits
The history of Europe since 1900. Emphasis is placed on the changing nature of European society, the confrontation with totalitarianism and democracy, the origins and consequences of the two world wars, and Europe's evolving role in world affairs. Recommended prerequisite: HIS 378. Prerequisites: Sophomore standing or permission of the instructor, successful completion of General Education History Subject Area and English Proficiency.

HIS 310 American Women's History 3 Credits
By examining a wide range of sources, from first person accounts to interpretive essays, this course explores changes and continuities in women's lives since the earliest days of the Republic. Students will work to understand the forces motivating change, including the various women's movements that have arisen over the years. Underlying the course will be the question of how traditional interpretations of American history are altered by the incorporation of women's history. (Offered every other year.) Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 324 History of American Education 3 Credits
This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system. (Cross-listed as EDU 324.)

HIS 331 World War II 3 Credits
A study of the causes, course, and consequences of World War II. Topics covered include the war's major campaigns, its impact on the societies of the nations involved, the Holocaust, and the war's influence in shaping the contemporary world. Through readings in various primary and secondary sources, students will also develop an understanding of how historians reconstruct and interpret the past. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 340 Recent American History 3 Credits
This course will examine the foreign policy, political, cultural and social developments in the United States in the years after World War II. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

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 19th and 20th centuries. Among the most important topics covered are the origins and nature of Islam, the expansion of the Islamic world, the nature and impact 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-Arab struggle, the rise of Arab nationalism, and the rise of Islamic fundamentalism. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 351 Asia in the Age of Decolonization & Globalization 3 Credits
Covering major developments in Asia since the early twentieth century, this course focuses on China, Japan, and the Indian subcontinent. The course traces the rise of Asian nationalism, the decline of western imperialism, and the region's rise to economic prominence. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 378 Historiography & Historical Methodologies 3 Credits
This course provides students with an introduction to the practice of the discipline of history. It provides them with an overview of the ways historians have approached the study of the past since classical antiquity, acquaints them with the major approaches that characterize the discipline today, and equips them to use appropriate practices in historical research and writing. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 379 The Atlantic World 3 Credits
The history of the Atlantic basin from the late fifteenth century through the early nineteenth, including the interactions of Africans, Europeans, and the indigenous peoples of the Americas and the societies their interactions produced. Themes covered include the Columbian exchange, migrations (forced and voluntary), empire-building, strategies of resistance, identity formation, and the transatlantic dimensions of the American and French Revolutions. Recommended prerequisite: HIS 378. Prerequisites: Successful completion of General Education History Subject Area and English Proficiency.

HIS 388 Destination Course: Literary & Historical Developments in 19th Century England 3 Credits
A course designed to include an extended travel component that provides an experiential encounter with historical or contemporary aspects of the course content. The "destination course methodology" may be applied to an existing course or to special courses. Destination courses may be offered in classroom or online modalities. Students may receive credit for General Education History requirement. (Equivalent to ENGL 388 and TVL 311)

HIS 497 History Capstone: Advanced Research Project 3 Credits
Students will demonstrate their mastery of the learning outcomes of the history major by demonstrating the ability to conduct historical research using primary and secondary sources and by producing an original research paper on an approved topic. Prerequisite: Successful completion of the General Education Capstone course and all History coursework.

HMC Health Marketing and Communication

HMC 312 Health Marketing & Advertising 3 Credits
Students are introduced to the essential concepts, methods, and models of marketing and advertising as applied to health care and health-related settings. Marketing concepts presented include the marketing mix, market segmentation, target marketing, strategic planning and forecasting methods, branding, and basic advertising strategy with an emphasis on prevention, education, and other social marketing contexts.

HMC 314 Social Media & Health Promotion 3 Credits
This course explores how the Internet and Web 2.0 tools are utilized for health promotion campaigns. General web-based technologies for use in health promotion are introduced and formal and informal types of health promotion are examined. Students will analyze the benefits of various social media campaigns including the appropriate use of applications, such as Facebook and Twitter, in health promotion.

HMC 334 Ethics in Health Marketing & Communication 3 Credits
This course explores contemporary ethical issues in health care marketing. Topics include consumer advertising of health products, goods, and services; physician marketing, advertising, and endorsements of elective procedures and health care products; physician relationships to hospitals and surgery centers in terms of ownership; and disclosure and confidentiality of collected health consumer data.
HMC 462 Contemporary Issues & Trends in Health Marketing & Communication 3 Credits
This course provides an interdisciplinary exploration of contemporary issues and trends in health marketing and communication as well as emerging research areas. Case studies from diverse health related settings are integrated throughout the course to assist students in gaining real world perspectives and awareness.

HMC 499 Health Marketing & Communication Capstone 3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of health marketing and communication. A substantive paper is developed which requires students to critically analyze their experiences and integrate knowledge gained throughout the program into a culminating project. Prerequisite: Successful completion of the General Education Capstone course.

HPR Health Promotion

HPR 205 The Human Body, Health and Disease 4 Credits
This introductory course provides students the opportunity to develop a basic understanding of health and disease as it relates to basic human physiology for non-science majors. The functions of the skeletal, muscular, integumentary, nervous, special senses, endocrine, cardiovascular, respiratory, immune, gastrointestinal, urinary and reproductive systems are explored. The most common conditions and diseases associated with these systems are examined. Students are provided the opportunity to learn about the major contributing factors associated with these conditions and diseases. In addition to coursework, weekly laboratories provide students the opportunity to explore various aspects of human physiology while applying the scientific method.

HPR 303 Health Communications 3 Credits
Utilizing a multi-disciplinary approach, this course provides an introduction to the field of health communications, and explores how communications are utilized to influence and motivate individuals, institutional, government, and public audiences about important health issues and interventions. Students examine processes for creating clear, accurate, and appropriate health communications for a variety of target audiences. Case studies of health campaigns are integrated into the course.

HPR 350 Introduction to Epidemiology 3 Credits
This course will introduce students to the field of epidemiology, its purpose and benefits within the public health and health-related fields. It will provide the students the opportunity to review current and relevant health surveillance data and its application in the various health care fields. Furthermore, it will afford the students the opportunity to learn about the role of epidemiologists in today’s health care system.

HPR 460 Analysis of Health Research 3 Credits
This course is designed to provide students the opportunity to develop a basic understanding of health research. Students are given the opportunity to learn about the various types of health research and associated research designs and methodologies. This course provides the students with increased exposure to health research literature and teaches students strategies to critically analyze this literature. Students are provided the opportunity to learn about the ethical dimensions, physical limitations, and practical application of health research. The students are provided a supplemental booklet containing example literature and figures that highlight the major concepts covered in the course.

HSM Homeland Security Management

HSM 305 Survey of Homeland Security & Emergency Management 3 Credits
This course is a broad overview of Homeland Security from its emergence in America’s first century to the 9/11 attacks. Areas of study include the rise of modern terrorism, domestic terrorism, cyberterrorism, Homeland Security organization, strategies, programs and principles, emergency management, the media, and the issues of civil liberties.

HSM 311 Ethics & Homeland Security 3 Credits
This course provides a foundation of classical ethical theories and explores the ethical implications of war and terrorism in the 21st century. Students will be challenged to analyze the controversial issues of the practice of torture, bombing of civilians, assassination and targeted killing, and humanitarian intervention. Civil Liberties and the Patriot Act will be examined. Case studies will offer students the opportunity to examine their own moral stance on selected issues, and study the traditional ethical rules and practices in war, even when engaging with international terrorist groups.

HSM 315 Emergency Planning 3 Credits
This course will provide students with the skills to develop a comprehensive plan for risk analysis, threat assessment, staffing an emergency operations center, coordinating with supporting agencies, and the creation of a continuing testing program. Actual case studies are used to teach students how to plan for natural disasters as well as terrorism at the federal, state and local levels.

HSM 320 Emergency Response to Terrorism 3 Credits
This course is designed to provide students with the ability to evaluate an emergency incident, determine its scope, understand the function of the first responders, learn the communication procedures necessary to alert the appropriate agencies, and understand how first responders are dispatched. Students will create a recovery plan for response to large scale terrorist incidents.

HSM 421 Research & Analysis in Homeland Security 3 Credits
Students will develop the skills to conduct research into selected topics relating to homeland security, emergency management and disaster preparedness using government websites, Internet sources, library databases, and other pertinent repositories of information and data. Students will be required to formulate a research topic with supporting sources for the final report due in the Capstone course.

HSM 433 Counter Terrorism & Intelligence Analysis 3 Credits
Students in this course study and analyze counterterrorism including the evolution of counterterrorism, and the specifics of the typology and anatomy of terrorist operations. The course includes an overview of the intelligence community, collection, analysis, requirements and dissemination.

HSM 435 Psychology of Disaster 3 Credits
Utilizing case studies and clinical research, the course will focus on the psychological and physiological response to natural disasters, terrorism, and other manmade disasters. Students will examine psychological reactions, the recovery process and mental health care for victims, disaster recovery teams, and first responders.

HSM 438 Introduction to Cyber Crime 3 Credits
This course focuses on the technical aspects of digital crime as well as behavioral aspects of computer hackers, virus writers, terrorists and other offenders. Using real life examples and case studies, students will examine the history, development, extent and types of digital crime and digital terrorism as well as current legislation and law enforcement practices designed to prevent, investigate and prosecute these crimes.

HSM 497 Homeland Security & Emergency Management Capstone 3 Credits
In this final course students will demonstrate their mastery of program outcomes in Homeland Security & Emergency Management creating an original research and analysis report using the draft and research developed in the Research and Analysis Course. Prerequisite: Successful completion of the General Education Capstone course.
HWE Health and Wellness

HWE 200 Introduction to Health & Wellness 3 Credits
This course provides students with a holistic overview of the multifaceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle.

HWE 230 Functional Anatomy 3 Credits
In this course, students study the structure and function of muscular and skeletal systems within the human body using a regional approach. Students are given the opportunity to learn about anatomical variation, the functional importance of this variation, and analysis of movement. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health and Disease. Prerequisite: HPR 205.

HWE 330 Musculoskeletal Anatomy & Physiology 3 Credits
In this course, students study the structure and function of muscular and skeletal systems within the human body using a regional approach. Students are given the opportunity to learn about anatomical variation, the functional importance of this variation, and common pathologies of the upper and lower extremities and trunk. This course expands upon the anatomical concepts provided in the prerequisite, The Human Body, Health, and Disease. Prerequisite: HPR 205.

HWE 340 Exercise & Physiology 3 Credits
This course introduces students to physiological responses to exercise in the human body. Students compare the major physiological systems (energy transfer, cardiovascular, respiratory, neuromuscular, etc.) at rest, explain the systemic adaptations that occur with acute and long-term exercise, and evaluate how these activities affect health and human performance. Students also analyze how nutrition and pharmaceutical aids impact athletic performance. Prerequisites: HPR 205 and HWE 330.

INF Information Systems

INF 103 Computer Literacy 3 Credits
Students will use operating system software, the Internet, and productivity software (word processing, spreadsheet, presentation graphics, etc.). Students will use the library and Web resources to research a topic, word process their findings, and create a visual presentation to communicate to the class.

INF 220 IS Principles 3 Credits
An introduction to the systems designed to support the information needs of the business functions of an organization. Topics include basic computer architecture, computer communications, models of information systems, information security, organizing and managing the information systems department, software and hardware acquisition, and the ethics involved in the management of information. Prerequisite: INF 103 or permission of instructor.

INF 231 Programming Concepts 3 Credits
An introduction to the methodology of programming and the construction of graphical user interfaces. Students are introduced to programming through the use of current programming languages(s). Emphasis is on structured design, coding, graphical user interfaces, event-driven programming, and documentation. A variety of programming problems develop skills in algorithm design, file processing data structures, and event handling. Prerequisite: INF 103 or permission of instructor.

INF 322 Database Management Systems 3 Credits
This course provides an introduction to the concepts of database processing. An understanding of the physical and logical organization of data and the meaningful representation of data relationships are evaluated. Operational requirements of database management systems are also discussed. Prerequisites: INF 231 and fulfillment of the General Education Mathematical competency.

INF 325 Telecommunications & Networking Concepts 3 Credits
A study of real-time and distributed-processing computer networks including telecommunications, data transmission techniques (protocols), design, and implementation considerations. Prerequisite: INF 231 or permission of the instructor.

INF 336 Project Procurement Management 3 Credits
Designed to develop the basic knowledge base of project managers and project procurement managers, this course emphasizes partnering between buyers and sellers to create a single culture with one set of goals and objectives. Students will discover the key areas in procuring outside services and products—from the initial decision to buy through final contract closeout. They will recognize what must be done for success in the six key project procurement management processes: procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract closeout. They will also formulate the make-or-buy decision, prepare an effective procurement management plan to guide the team, and use outsourcing for maximum benefit. Lessons and best practices from procurement theory and experience are also presented. This course can be used as a substitute for BUS 309. Prerequisite: INF 103 or permission of instructor.

INF 337 Integrated Cost & Schedule Control 3 Credits
Effective cost and schedule management are cornerstone activities of each project. Students will determine how best to plan the execution of a project scope, to consider stakeholder budget and schedule constraints, to use different methodologies, and to establish the performance measurement baseline. They will also discover keys to identify potential cost and schedule overruns and master the tools and techniques to compare actual work accomplished against established plans, as well as work accomplished against actual expenditures. By identifying early warning indicators, students will gain greater insight into potential risk areas and take the necessary corrective action to keep the project in control. Prerequisites: ACC 205, and MAT 332 or BUS 308.

INF 338 Leadership & Communication Skills for Project Managers 3 Credits
This course enables students to develop the necessary skills to elicit maximum performance from every member of a team. Students will uncover the styles of leadership that are most appropriate for achieving project success and discover which forms of leadership and communication styles are best suited to their personalities. They will also learn techniques for resolving conflict and managing personnel issues and gain hands-on experience in analyzing stages of team development and maximizing project team effectiveness. This course can be used as a substitute for BUS 309. Prerequisites: MGT 330 and fulfillment of the General Education Communication I and II competency.

INF 340 Business Systems Analysis 3 Credits
This course studies the problems and needs of organizations and how business functions, staff, data, business processes, and technology can be used to achieve organizational goals and objectives. The focus is on assessment for improvement of the business and its functions. Prerequisite: Fulfillment of the General Education Information Technology competency.

INF 342 Project Quality Assurance 3 Credits
This course will address topics as defining, planning, executing and closing projects. We will introduce an overall framework for managing projects, describe how to set up a project, and provide a forum for discussing practical techniques for managing projects. Several topics are discussed, including how to build a project plan, risk management, issue management, project marketing, communications, quality assurance, project measurements and the psychology of project management.

INF 410 Project Management 3 Credits
This course provides the foundational principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation.
COURSE DESCRIPTIONS

INF 620 Management of Information Systems  3 Credits
This course introduces the fundamentals of computer systems, the role of information processing in the business environment, and provides a basic overview of essential computer software. The course also provides an overview of systems development, operating systems and programming, database management, networking, and telecommunications all from a management perspective.

INF 630 Systems Analysis  3 Credits
This course addresses the many business systems issues unique to the information services function within organizations. Coverage includes information systems planning, managing the information infrastructure, justifying information technology investments, the costing of services and networks, evaluating information system performance, alternative information service delivery modes, managing distributed and end-user computing, project and operations management, systems security, and the management of information technology professionals.

INF 690 ISS Capstone Seminar  3 Credits
This course emphasizes the use of information technology to develop distinct competitive advantage in relations with competitors, customers, and suppliers, and with respect to products and services. Course participants examine strategies of actual companies and identify other strategies that can be deployed to gain competitive advantage in diverse settings. In addition, the course is cumulative in nature, integrating knowledge and information attained while completing the entire MBA curriculum. The capstone project requires generation and presentation of an organizational information systems strategic plan.

JRN Journalism
JRN 231 Survey of Journalism & Mass Communication  3 Credits
This course is designed to provide an overview of the history, professional traditions, and roles and practices of the news media in a democracy. Topics include journalistic reporting, how news is defined, ethics, emerging trends, online reporting, and news writing basics.

JRN 331 Advanced Writing & Editing for the Media  3 Credits
This course is designed to provide the principles and techniques of good writing for the mass media with an emphasis on accuracy of information, presentation, clarity, precision and efficiency in use of the language. Additionally, students will focus on the standards of writing for the Web which differ substantially from the traditional media. Prerequisite: ENG 325.

JRN 333 Ethics in Journalism  3 Credits
Ethics in journalism begins with an overview of ethical foundations and philosophy with a focus on case studies in the media and the application of ethical standards and decision making to issues faced by journalists on a daily basis.

JRN 335 Cyber-journalism  3 Credits
This course examines the ways in which technology has transformed the journalistic landscape to a 24-hour news cycle with digital content acquisition and distribution. Students will explore the professional and technical challenges of producing multimedia news in this environment.

JRN 337 News Reporting & Writing  3 Credits
This course focuses on the gathering, evaluating and writing of the news in the print and electronic media. Students will hone basic skills and become aware of current trends including citizen journalism, convergence and the importance of fairness and objectivity.

JRN 339 Global Journalism  3 Credits
This course is designed to provide the student with an overview of the major issues facing global journalism. It focuses on the social, cultural, and governmental aspects of the international media and their relationship to journalism from the perspective of a democratic system.

JRN 410 Journalism Law  3 Credits
The study of the law of journalism and mass communication is a vast field. This course provides a broad overview of the rule of law, the First Amendment, disruptive speech, libel, protecting privacy, reporter's privilege and electronic media Regulation.

JRN 412 Advanced Editorial & Feature Writing  3 Credits
Students in this course will apply journalistic skills to opinion writing for editorial pages. It provides tools for evaluating critical thinking and argumentation for evaluating editorial writing. Additionally, students will learn the skills and requirements for feature writing. Prerequisite: ENG 325.

JRN 415 Methods of Research & Analysis in Journalism  3 Credits
This course teaches students research methods of utility and analysis in journalism with a focus on survey research, electronic database searching, government sites, and the evaluation of data sets in journalism research studies.

JRN 425 Journalism & Politics  3 Credits
This course is designed to aid students in determining how the media shape the context of American government and politics. Students will study American political journalism theory, current practice, convergence, and emerging technological change and their impact on public opinion and policy.

JRN 497 Journalism & Mass Communication Capstone  3 Credits
Students will demonstrate mastery of the programmatic outcomes of the journalism major by creating an electronic portfolio of work completed during the program and by adding newly developed material that showcase professional journalistic skills. Prerequisite: Successful completion of the General Education Capstone course.

LEA Law Enforcement Administration
LEA 201 Introduction to Law Enforcement Administration  3 Credits
This course focuses on the elements of law enforcement administration and the factors influencing successful organizations through effective hiring, training, and support of employees. The course examines organizational theory, design and communication, along with the processes of planning and decision making. The effects of stress and adverse behavior are reviewed with relation to the organization and requirements of the administration. Politics, labor relations, and fiscal management are addressed in correlation with the effects on law enforcement administration process.

LEA 312 Community Policing  3 Credits
This course outlines key roles and responsibilities in the management of community policing efforts from the law enforcement perspective. Relationships of police image, public expectations, and community leadership are examined. Communication and interaction within a community of diverse socioeconomic conditions, race, sex, and age are examined with respect to community-oriented policing and law enforcement leadership.

LEA 316 Ethics in Law Enforcement  3 Credits
This course focuses on theories and methods to assist officials establishing and maintaining ethical behavior in law enforcement employers. The course analyzes misconduct in law enforcement through relevant literature and applicable scenarios in integrating theory and practice.

LEA 328 Leadership & Supervision in Law Enforcement  3 Credits
This course focuses on the comparisons between leadership, management, and supervision and the traits and theories surrounding effective application. The course will analyze the impacts of crime on successful leadership and the ability to motivate in order to maximize work effort.
LEA 339 Law Enforcement Personnel Management 3 Credits
This course examines the issues involved with maintaining qualified and capable officers available for deployment by a law enforcement administration. The course delves into employee assistance, medical issues and concerns that can significantly affect law enforcement organizations. Federal, state, and local certification and training requirements are discussed regarding continued employment and the impact on staffing. Applicable case law will be reviewed regarding Fair Labor Standards Act of 1938 (FLSA).

LEA 408 Technological Management in Law Enforcement 3 Credits
This course will address the implementation and application of modern technological hardware and software in assisting law enforcement administration in addressing crime concerns. The course will explore the use of facial-recognition software, closed circuit television, and automatic vehicle monitoring systems in influencing crime issues. Terminology and applications are explained to provide insight to students regarding available resources and usage.

LEA 413 Investigations Management 3 Credits
This course addresses criminal investigations from the perspective of the police manager or administrator as well as developing practical skills sets in investigative technique. Legal, social, managerial, and community concerns regarding crime and investigations are evaluated. Relationships between investigators, prosecutors, and police managers are explored.

LEA 432 Fiscal Administration in Law Enforcement 3 Credits
This course focuses on the principles of budgeting in the public sector and provides the student with an understanding of the methods used in making financial decisions. The course compares and contrasts the public and private sector and addresses the responsibility of efficient use of funds. Federal, state, and local perspectives in finance and budgeting are evaluated. Responsible and ethical financial principles are reinforced.

LEA 439 Politics & Law Enforcement 3 Credits
This course focuses on the constitutional basis of law enforcement and on the political relationships and impact of political decisions on the day-to-day operations and focus of law enforcement. The course examines the influence of special interest groups, as well as public associations and unions, in the administration of law enforcement goals. The election of certain law enforcement officials is also addressed regarding perceived loyalty to voters or employees.

LEA 444 Training Management 3 Credits
The focus of this course surrounds the necessity of training and the effectiveness of methods employed to reduce agency liability while promoting employee safety. The course will address the liability assumed by both employee and agency when training standards are not adhered to or supervision and leadership allows for deviation from set standards.

LEA 497 Law Enforcement Administration Capstone 3 Credits
This course will focus on the integration of research skills, theory analysis, and application of leadership and management methodologies in law enforcement administration. Successful students will exercise critical thought along with clear and concise writing skills throughout the development of a final project/paper on a singular topic within the field of law enforcement administration. Prerequisite: Successful completion of the General Education Capstone course.

LIB Liberal Arts
LIB 125 Contemporary Issues in Organizational Leadership 3 Credits
This course provides an introduction to the multi-faceted concept of leadership studies by presenting the student with the vocabulary, concepts, theories, and applicable research that are fundamental to the basic understanding of leadership. The course will examine contemporary and historical leadership issues unique to women and minority leaders, the moral and ethical responsibility of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process will be examined.

LIB 315 The Environment & the Human Spirit (INTD) 3 Credits
An interdisciplinary examination of humanity’s spiritual relationship with the natural world. The course will explore contemporary environmental issues in the context of theology, philosophy, literature, film, music, visual art, and other representations of the human imagination. Prerequisite: ENG 122 or equivalent (Offered every other year) F (Interdisciplinary)

LIB 316 Historical Contexts & Literature 3 Credits
In Historical Contexts in Literature, students will explore the ways in which literary works represent particular people, places, situations, and ideas through fiction. Further, by using a range of literary, political and historical texts, the course will examine both the ways in which political and historical contexts shape literary production, and the ways in which fictional texts affect political, social, and moral discourse.

LIB 318 Peacemaking: A Study of Conflict Resolution (INTD) 3 Credits
An interdisciplinary study of peacemaking with a focus on conflict resolution. Highlighting this course are guest presentations and discussions led by Ashford University faculty from diverse subject areas. Students examine thinking and behavior in response to social conflict such as aggression, threats, prejudice, avoidance, withdrawal, conformity, and obedience. Students study various strategies of peacemaking and negotiation and then apply these methods in class role-playing activities. F (Interdisciplinary)

LIB 320 Global Socioeconomic Perspectives (INTD) 3 Credits
This course is an examination of major socioeconomic developments in different countries including Japan, Germany, Sweden, the United States, and the developing nations. Topics include population, natural resources, energy, sustainable growth, and policies such as privatization and free trade agreements. Social and economic justice in the global economy is considered. (Interdisciplinary)

LIB 323 Revolution & Terrorism in the Modern World (INTD) 3 Credits
This course examines the ways revolution and terrorism has shaped the twenty-first century from an interdisciplinary perspective drawing on history, philosophy, and sociology. Emphasis is on the ideas and socio-historical forces that have produced revolutions. (Interdisciplinary)

LIB 332 Science & Culture (INTD) 3 Credits
This course explores Western science as a cultural artifact and its impact on other aspects of culture: art, literature, film, music, philosophy, and theology. In addition, the affects of these "other aspects of culture" on the development of science will also be investigated with emphasis on the need to make connections. The course will examine the ways in which scientific developments are articulated in other cultural artifacts. (Interdisciplinary)

LIB 356 Research Methods for the Humanities 3 Credits
Students in this course will develop a working knowledge of the major methodologies and perspectives of disciplines in the humanities. Topics include the role of theory, identification of appropriate sources, the influence of values, and the role of the humanities in interdisciplinary inquiry.

LIB 382 London Studies 3 Credits
This is a five week, three credit course that offers you the opportunity to explore British Literature, History, and Architecture including a one week Study Abroad in London. This course allows you to choose from different areas of emphasis for the week in London. For each option, emphasis will be placed on the way in which environment/culture shapes literature and literature shapes environment/culture. You will study each author's situation and look at how society and history shaped the author or perhaps the author had an impact on shaping society and history.
LIB 495 Capstone – Advanced Research Project 3 Credits
This course will culminate with a comprehensive and summative final project that demonstrates the student's ability to conduct research into an approved topic and to develop an original research paper using an interdisciplinary approach. Prerequisite: Successful completion of the General Education Capstone course.

LNG Linguistics

LNG 206 Language & Technology 3 Credits
This course provides an introduction to the various ways language and technology interact. Students will understand the importance of computers that can process spoken and written language, and be introduced to a variety of implementations of these emerging technologies. Prerequisite: LNG 321.

LNG 212 Second Language Acquisition 3 Credits
This course provides students an opportunity to investigate the process of acquiring a second language and to compare this process to learning in general. Students will also explore the basic theories of second language acquisition compared to first language acquisition and will discuss how these theories influence second language curriculum design and guide second language instructional methods. Prerequisite: LNG 321.

LNG 222 Survey of Communicative Disorders 3 Credits
This course provides an introduction to the field of speech and language pathology. Students will survey a variety of communicative disorders and their effect on language development as compared to clinically normal growth and development of speech and language. Students will also consider the effect of these disorders on various levels of society. Prerequisite: LNG 321.

LNG 310 Sounds of Language 3 Credits
In this course, students begin to answer the questions: how do we speak, why do different languages sound distinct, and how does sound encode and convey meaning? Students will examine sounds and sound systems of languages by exploring the phonetic properties of language as well as various phonological systems that languages employ to organize these speech sounds into meaningful utterances. Students will also study selected applications of these theories. Prerequisite: LNG 321.

LNG 320 Structures of Language 3 Credits
This course provides students an opportunity to explore the linguistic theories of morphology and syntax. Students will examine structure within language by describing and investigating the underlying principles and processes of word formation as well as the rules which govern phrase and sentence structure. Basic concepts addressed include morpheme-based morphology and a generative grammar approach to syntax. Students will also study selected applications of these theories. Prerequisite: LNG 321.

LNG 321 Foundations of Linguistics 3 Credits
Language is a central part of our daily lives. It is how we communicate our thoughts and desires to others. Yes, we usually take language for granted, using it effortlessly without stopping to think about it. So, what exactly is language, and how does it work? This course is an introduction to linguistics, the scientific study of language. In order to understand what language is, a number of topics are examined, including: the sound system of language (phonetics and phonology); the structure of words and sentences (morphology and syntax); the meaning of words and sentences (semantics); how language is represented in the brain (neurolinguistics); modern writing systems (writing); how children learn language (language acquisition); how language can differ across time, between speakers, regions, and situations. While language is highly complex, it is also systematic and rule-governed. At the end of this course, you should understand what linguists study and have a good understanding of the core concepts in each of the above topics.

LNG 353 Evolution of the English Language 3 Credits
Where did English come from, how has it evolved into the language that is used today, and why does American English behave differently than, for example, the English spoken in Ireland? Also, in what ways are different languages distinct, and how are they similar? Students will explore these topics in this course via a consideration of the methods of historical linguistics with English as a case study. Topics in linguistic typology will also be addressed. Prerequisite: LNG 321.

LNG 360 Language & Society 3 Credits
This course provides an introduction to language in its social context. In this course, students will explore how language embodies culture, and how society is impacted by language. Topics include linguistic variation in diverse social contexts; language and gender; language and ethnicity; language and socioeconomic class; and the language of law, politics, propaganda, and advertising. Prerequisite: LNG 321.

LNG 415 Meaning in Language 3 Credits
This course provides an introduction to the theory of meaning in language. Students will consider how language relates to the physical world, and how it contains and conveys truth, falsehood, and meaning. Students will also consider how various contexts factor into determining meaning, and will study selected applications of these theories. Prerequisite: LNG 321.

LNG 450 Computational Linguistics 3 Credits
This course provides an introduction to the fundamental concepts of natural language processing and computational linguistics. Students will study basic elements of computer programming from a computational linguistics perspective and will apply these methods to solving selected problems representative of those encountered in the field. Prerequisite: LNG 321.

LNG 455 Language Development Disorders 3 Credits
This course encompasses a study of the symptoms, diagnosis, and treatment of selected language development disorders from a clinical perspective. In an online classroom setting, students will investigate the causes and characteristics of specific language disorders, as well as the current methods of clinical assessment and treatments. Using transcribed and recorded speech samples, students will simulate the clinical processes of diagnosis and treatment by applying these methods. Throughout the course, students will consider the professional conduct and ethical guidelines set forth by the American Speech-Language-Hearing Association (ASHA). Note: This course does not result in licensure or certification of any kind. Prerequisite: LNG 321.

LNG 497 Applied Linguistics Capstone 3 Credits
This course provides students an opportunity to conduct research into a theoretical area of linguistics and its application to assist in creating a plan for future study and professional development. Students will select a topic of interest and research its current and potential applications to one or various areas of industry. Students will demonstrate an understanding of how key linguistic theories have allowed for progress within certain industries and identify opportunities that are still present in the field of applied linguistics. Prerequisites: LNG 321 and successful completion of the General Education Capstone course.

MAT Mathematics

MAT 126 Survey of Mathematical Methods 3 Credits
The course is designed to explore a wide range of mathematical models as applied to the problems of a modern society. Topics are selected from a variety of disciplines using mathematical methods in the critical thinking and decision-making process. Mathematical methods covered include, but are not limited to; business math, introductory algebra, beginning geometry, and business statistics.
MAT 221 Introduction to Algebra 3 Credits
This course establishes a strong base for an Algebraic exploration of mathematical topics. Student understanding is built up through learning the basics of real numbers and Algebra terminology, writing, solving, and graphing equations and manipulating polynomials through various operations. Students will develop a familiarity and ease of working with the language and notation of Algebra while learning to think logically through algorithms and solving methods. Emphasis will be placed on developing an awareness of the use of mathematics as it exists in the world today.

MAT 222 Intermediate Algebra 3 Credits
In this course students will explore a wider range of Algebra topics beyond the introductory level. Topics will include polynomials, functions, rational expressions, systems of equations and inequalities, operations with radicals, and quadratic equations. Emphasis will be placed on developing an awareness of the use of mathematics as it exists in the world today. Prerequisite: MAT 221 or equivalent with a grade of "C" or better.

MAT 540 Statistical Concepts for Research 3 Credits
This course demonstrates how to apply selected statistical techniques to a wide variety of problems and situations arising in the areas of business, economics, finance, management, social science, health, psychology, and education. Topics include graphical description of data; measures of location and dispersion; probability; discrete and continuous random variables; sampling distributions and estimation; confidence intervals and hypothesis tests; simple linear regression and correlation.

MGT Management

MGT 321 Assessing Leadership Skills 3 Credits
This course introduces students to the concepts, skills, and strategies of personal/professional transformation that are the foundation of leading organizations in diverse communities. Topics include leadership assessment, developing personal vision, establishing a commitment to service, leading in complex communities, managing communication, and creating an environment of excellence.

MGT 322 Principles of Logistics Management 3 Credits
This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. Prerequisite: MGT 330.

MGT 325 Introduction to Transportation Management 3 Credits
This course focuses on intermodal transportation as part of supply chain management. The course addresses the development of the global transportation system, transportation regulations, the modes of transportation and how they interface, shippers issues, intermodal transportation management, and the future in transportation. Prerequisite: MGT 330.

MGT 330 Management for Organizations 3 Credits
This course presents an introduction to management theory and practice, including the inter-relatedness that the planning, organizing, leading, and controlling functions play in the multicultural, technology-driven, and global organizations of the 21st century. The emphasis is on the application of management theory to real-life situations in the workplace. (Equivalent to BUS 201.)

MGT 370 International Supply Chain Management 3 Credits
Topics covered in this course include the government's role in global logistics, the global logistics environment, ocean and air transportation, transportation to Canada, Mexico, and the European continent including intermediaries, documentation, insurance, exporting, and importing. Current trends in globalization will also be explored and evaluated. The role of logistics and transportation organizations in the global supply chain process will be discussed.

MGT 380 Leadership for Organizations 3 Credits
Several leadership styles are examined in this course. Emphasis is placed on developing effective leadership in organizations and personal enterprises, and on developing ethical leadership perspectives in personal and professional decision-making.

MGT 401 Hazardous Materials Management 3 Credits
This course addresses the significant issues associated with handling hazardous materials in a logistical system. The course also provides a firm foundation on basic hazardous materials management principles. Topics include definitions of hazardous materials, regulatory overview, technology to treat different hazardous materials, and tracking and manifest rules. Prerequisite: MGT 330.

MGT 415 Group Behavior in Organizations 3 Credits
Theory and research are applied to the study of group dynamics, processes encountered in the small-group setting, and how organizational effectiveness is impacted by small-group and team functioning. The course focuses on group productivity, decision-making, diversity, group communication, resolving group conflict and building effective teams.

MGT 425 Leadership & Motivation 3 Credits
This course examines various approaches to motivation and the design and implementation of motivational strategies for effective personal and organizational performance.

MGT 435 Organizational Change 3 Credits
In this course, students will study and apply alternative theories, models and strategies for creating and managing organizational change. The effectiveness of management tools in initiating problem solving and decision making to bring about change within organizations is evaluated.

MGT 450 Strategic Planning for Organizations 3 Credits
Strategic Planning introduces students to various management planning models and techniques, and applies these to actual business cases. This course stresses the concepts of both strategic planning and strategic management. (Equivalent to MGT 451.) Prerequisite: MGT 330.

MGT 451 Strategic Planning Capstone 3 Credits
Culminating the aggregate knowledge of a business program, the Strategic Planning Capstone introduces students to various management planning models and techniques. Application of strategic planning concepts is stressed throughout the curriculum. Prerequisite: Successful completion of the General Education Capstone course. (Equivalent to MGT 450.)

MGT 460 Leadership Priorities & Practice 3 Credits
Leadership Priorities and Practice is a capstone course that requires students to reflect on and synthesize the major insights gained in their study of organizational management. A substantive paper is developed to illustrate how these insights can be applied effectively in the student’s work environment. Students choosing the personal program of study must show how their chosen concentration relates to organizational management and include insights from each academic area in their synthesis and application. Prerequisite: Successful completion of the General Education Capstone course.

MGT 490 Strategic Human Resources Planning 3 Credits
This course provides a link between the traditional human resources functions (recruiting, staffing, training, performance appraisals, labor relations, and compensation and benefits), strategic planning, and meeting long-range organizational goals and objectives. Prerequisite: Successful completion of the General Education Capstone course.

MGT 492 Strategic Management for the Multinational Enterprise Capstone 3 Credits
The final integrative course in the international business program integrates the basic business functions through strategic management principles. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy
formulation and implementation are addressed. Prerequisite: Successful completion of the General Education Capstone course.

MGT 496 Strategic Warehouse Management 3 Credits
This course is an overview of the strategic role that the warehousing function plays in the modern logistics environment. Subjects include warehouse strategies, differences in government and non-government systems, layout and design, location, customer service, bar coding, material handling, and measuring warehouse productivity. Prerequisites: MGT 330 and successful completion of the General Education Capstone course.

MGT 497 Strategic Technology Planning for Organizations 3 Credits
This course examines the role of information technology as a strategic component of modern business. While focusing on the implementation of computer-based information systems, it will also consider broader issues of communication and culture in organizations, as well as institutional change related to new technologies. It will use literature reviews, case studies, and an assessment exercise to address several issues related to new means and strategies in information and communication technologies. Prerequisites: MGT 330 and INF 340 and successful completion of the General Education Capstone course.

MGT 601 The Functions of Modern Management 3 Credits
This course serves to advance the knowledge of the functions of management, the underlying theories and literature associated with the management discipline, and build students' understanding of the relationships across organizational and business functions. Students grapple with current management problems and emerging solutions applied in the context of the organization.

MHA Master Health Care Administration

MHA 601 Principles of Health Care Administration 3 Credits
The focus of this course is on the application of advanced organizational principles in complex health care environments. Organizational issues, administrative processes, and applications are explored. The managerial perspectives of a mid-to senior healthcare administrator are emphasized.

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.

MHA 612 Financial & Managerial Accounting 3 Credits
This course provides the foundation for integrating healthcare finance and managerial accounting. Opportunities for analyzing current and emerging healthcare financing trends are provided. Practical cost-benefit strategies used in planning, controlling, and preparing internal and external reports are emphasized.

MHA 614 Policy Formation & Leadership in Health Organizations 3 Credits
This course focuses on the administrator's perspective and leadership role in formation of health care personnel policy and program recruitment, compensation, performance evaluation, and labor relations. Evaluation of policy compliance with accreditation, regulatory, and legal requirements, professional standards and ethical considerations, and medical staff and board communication are stressed.

MHA 616 Health Care Management Information Systems 3 Credits
This course applies health care data in real-world contexts. Factors such as service line identification, program planning, implementation models, and outcome monitoring are covered.

MHA 618 Health Economics 3 Credits
This course focuses upon the analysis of health care operations and planning decisions derived from the theoretical concepts of demand, cost production, profit, and competition. External and internal forces challenging health care services are analyzed. Organizational effectiveness and efficiency within the complex health care environment are emphasized.

MHA 620 Health Policy Analyses 3 Credits
This course focuses on the analysis and evaluation of health care policy. Policy implications in organizational decision making, strategic planning, and market positions are examined.

MHA 622 Health Care Ethics & Law 3 Credits
This course focuses upon the legal and ethical issues arising in the health care environment. Case study analysis is used to illustrate the ethical and legal implications commonly addressed in health care.

MHA 624 Continuous Quality Improvements & Risk Management 3 Credits
This course examines a systemic approach to health care outcomes and risk management practices. Assurance of quality health and organizational risk control is discussed using industry benchmark and accreditation standards and processes.

MHA 626 Strategic Planning & Marketing in Health Care 3 Credits
This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market-driven information. Students integrate theories from economics, information management, finance, and leadership, culminating in the generation of a comprehensive business plan.

MHA 628 Managed Care & Contractual Services 3 Credits
This course examines the concepts of supply, demand, profits, cost and quality control in a managed care environment. Stakeholder dynamics are explored. Factors such as population, health status, market forces, contractual adjustments, third-party payers, cost allocation, government policies, and legal and ethical implications are explored.

MHA 690 Health Care Capstone 3 Credits
This course offers an opportunity for the integration of knowledge and skills developed within a culminating student project. The focus is on strategic and organizational issues unique to the health care environment. The student will present a comprehensive report at the end of the Capstone experience.

MIL Military Studies

MIL 204 Introduction to Sources of Conflict in the Middle East 3 Credits
This course will examine the political, religious, social, and economic complexities and ramifications of the conflict in the Middle East from Afghanistan to Northern Africa in the 19th and 20th centuries. Students will study the complex topics of religion, ethnicity, and nationalism as components of conflict in selected nation states. This course will evaluate the effects that conflict has on the region and the world as a whole and the impact of selected military interventions.

MIL 208 Survey of the American Military since WWI 3 Credits
Since World War I, the American Military has expanded and transformed into a modern military machine. This course will focus on the reasons and ways in which the versatile American Military has been utilized throughout the world, at different times. This course will focus on a selection of significant battles fought by air, land, and sea, during World War I, World War II, the Korean War, the Vietnam War, and the Persian Gulf War.

MIL 212 The Military as a Peace Keeping Force 3 Credits
This course will examine ways in which military forces are utilized during peace times and in times of conflict. It will focus on NATO, the United Nations, Humanitarian Relief and Disaster Recovery. It will investigate
the role external factors such as, international and local politics, geography, media, terrorism, and economies have on a military's ability to be a peace keeping force.

**MIL 275 Military Ethics**  
3 Credits  
Ethical issues faced in the modern world will be examined including the ethics of leadership, just war theory, and the moral status of the rules of war. Students will use critical thinking to determine the ethical implications and solutions for complex issues that are relevant to the current day military. The course will make use of case studies to illustrate moral and ethical dilemmas.

**MIL 310 American Military History I**  
3 Credits  
United States military operations from colonial times through World War I. The course draws material from selected disciplines of the humanities, exploring how and why America has gone to war beginning with the American Revolution to the post-World War I period. This course examines how war has shaped national strategy and how conflict affected peacetime society.

**MIL 311 American Military History II**  
3 Credits  
United States military operations from the end of World War I to The Gulf Wars. The course draws material from selected disciplines of the humanities, exploring how and why America has gone to war beginning with World War II, through the Cold War period, and, finally, the Gulf Wars. This course examines how war has shaped national strategy and how conflict affected peacetime society.

**MIL 322 The Literature of War**  
3 Credits  
The course will provide an overview of the literary content, social values and military significance found in selected works of military literature. Students will gain a contextual, cultural, and humanitarian understanding of the historical influences in military literature.

**MIL 350 Studies in Military Leadership**  
3 Credits  
A close examination of how and what made specific American military leaders successful by studying their leadership techniques and military careers. The American Revolution to present day leaders will be examined. This course is designed to inspire an interest in the principles and practices of military leadership and to explore how these high-impact principles and practices may be professionally applied in the workplace.

**MIL 497 Military Studies Capstone**  
3 Credits  
Students will demonstrate their mastery of the learning outcomes of the Military Studies major by demonstrating the ability to conduct historical research using primary and secondary sources and by creating a final research paper requiring comprehensive critical analysis of an approved topic in the areas of military leadership, conflicts, peace-making, peacekeeping, and humanitarian efforts. Prerequisite: Successful completion of the General Education Capstone course.

**MKT Marketing**

**MKT 625 Consumer Behavior**  
3 Credits  
This course presents and analyzes the most critical issues of buyer behavior both for individual consumers and within the organizational environment. Priority is placed on the economic, psychometric, and sociometric factors that influence buyer behavior and the buyer decision process. Through analyzing and understanding buyer behavior, marketing managers can ultimately understand this process and actively influence strategic business decisions.

**MKT 635 Market Research**  
3 Credits  
This course is designed to integrate theory and practice and develop students' analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems.

**OMM Organizational Management**

**OMM 612 Managing in Social Change**  
3 Credits  
This course considers key aspects of social change in today's complex and interdependent business world, analyzes their effect on how managers position their business enterprises, and identifies decision-making strategies that allow mission-driven organizations to contribute to social transformation.

**OMM 614 Innovation & Entrepreneurship**  
3 Credits  
This course explores innovation as it relates to organizational leadership and purposeful entrepreneurship. It analyzes the perspective and values of an entrepreneurial mind and the developmental cycle of an entrepreneurial organization or organizational unit, including the stages of resource development, launching, managing growth and evaluating progress. Approaches to problem-solving are developed with applications made to organizational responsibilities and personal growth.

**OMM 615 Strategies: Marketing/Advertising/  
3 Credits  
Public Relations**  
This course explores practical ways to develop organizational communication plans that integrate marketing, advertising and public relations strategies. Emphasis is given to the dynamic process of managerial decision-making required to implement an integrated communication plan effectively in order to achieve organizational goals.

**OMM 618 Human Resources Management**  
3 Credits  
This course is a study on managing people in the workplace, focusing on the important policies and processes associated with recruiting, hiring, training and evaluating personnel in order to achieve strategic organizational goals.

**OMM 622 Financial Decision-making**  
3 Credits  
The course is designed to allow individuals who do not prepare accounting and financial documents to understand and use these documents as tools in effective managerial decision-making, control and planning. Topics include purposes of financial statements, analysis of financial statements using basic accounting concepts, budgeting, and financial accountability in an organization.

**OMM 625 Learning Organizations & Effectiveness**  
3 Credits  
This course presents the principles and elements of the learning organization and uses key principles as a framework for defining the organization's management practices and measuring its effectiveness.

**OMM 640 Business Ethics & Social Responsibility**  
3 Credits  
This course analyzes organizational, professional and personal ethics and creates a framework for exploring the social responsibilities of managers and organizational leaders. Various methodologies will be used to explore ways to encourage ethical development and moral behavior within organizational culture and to resolve business ethical issues and dilemmas.

**OMM 692 Organizational Management Strategy**  
3 Credits  
This capstone course explores the formulation, implementation and maintenance of organizational strategic management. In the context of a globally competitive market, students will explore methods of directing an entire organization. Topics include: analysis of competitive position, value creation, developing systems-wide goals and objectives, and the creation of a strategic plan. This course is cumulative in nature, integrating knowledge and information attained while completing the entire program curriculum.

**PED Physical Education and Health**

**PED 212 Foundation of Movement & Motor Activities**  
3 Credits  
Students will examine integrated movement curriculum and the relationship between knowledge, motor skills, and movement activities. Activities will lead to understanding of how the body is used during fundamental motor skills and the progression to more advanced movement. Emphasis is on the study of human movement and the
development of motor skills which enhance health related physical fitness. Movement concepts of body awareness, space, and quality of movement are defined. Fundamental movement skills are analyzed and used as a basis for planning physical education coursework.

**PHI Philosophy**

**PHI 103 Informal Logic** 3 Credits
This course is a study of correct and incorrect reasoning involved in everyday activities. The fundamentals of language and argument, deductive and inductive reasoning and other aspects of practical reasoning are examined.

**PHI 208 Ethics & Moral Reasoning** 3 Credits
This course explores key philosophical concepts from an ethical perspective. Students will analyze selected assertions of knowledge and the methods of reasoning humans use to justify these claims. Through research into theories of science and religion, as well as the theoretical and empirical challenges these institutions of thought face, students will also investigate how the mind constructs and understands reality. This will provide a foundation for an exploration into questions of morality, in which students will look at traditional and contemporary ethical theories, and apply these theories to contemporary moral issues.

**PHI 445 Personal & Organizational Ethics** 3 Credits
This course studies the theories and paradigms underlying personal and organizational values and ethical principles; how personal values and ethical principles relate to the organizations in which people function; and the effects of the organization’s ethics on its reputation, functioning and performance.

**POL Political Science**

**POL 201 American National Government** 3 Credits
A survey of government at the national level. Emphasis is placed on the constitutional basis of American government, federalism, the sources and forms of political behavior, the operation of the three branches of government, and the making of national policy.

**POL 211 Introduction to Politics** 3 Credits
This course is an introduction to selected institutions, processes, and political behaviors associated with the study of politics in the United States and globally.

**POL 303 The American Constitution** 3 Credits
This course is a study of the Constitution of the United States and its role in American history and government. The study covers the drafting and ratification of the Constitution, its subsequent amendment and interpretation, and its contemporary role in American politics and government.

**POL 310 Environmental Policies** 3 Credits
Examines political, social, and economic policies and their impact on the global environment. Also explores ways in which policy decisions can serve to protect the environment.

**POL 319 State & Local Government** 3 Credits
This course examines the structure and processes of state and local governments and their related current problems and issues. There is a focus on the effect of Federalism and its effect on States.

**POL 325 Congress & the Presidency** 3 Credits
This course examines the notion of shared governance as it applies to two central institutions of the American national government, Congress and the Presidency. Students have an opportunity to learn more about the history, structure, and functions of each institution but there is much emphasis placed on the relationship between Congress and the Presidency. Topics include leadership, policymaking, tensions within each institution and between the different institutions, and a focus on a variety of public policy areas.

**POL 353 Comparative Politics** 3 Credits
This course introduces the basic concepts and theories of comparative politics through an analysis of selected political systems and governments from various regions and societies across the world. Topical analysis in the course includes an emphasis on key political institutions, political culture, ideology, globalization, conflict and stability, various state and non-state actors, and on issues associated with economic development and underdevelopment.

**POL 355 International Relations** 3 Credits
The course in international relations is the study of relations between different nations of the world with an emphasis on understanding the political implications of international security matters and the international political economy. The topical emphasis on nationalism, diplomacy, conflict, international organizations and actors, human rights, political economy, and key global issues offers insights into the principles of identity, cooperation, and the use of power in an international context.

**POL 411 Political Behavior** 3 Credits
Students will study political behavior as it relates to campaigns and elections in the United States. Selected course themes include political communication, participation, voting, and elections.

**POL 497 Political Science Capstone** 3 Credits
In this final course students will demonstrate their mastery of program outcomes in Political Science and Government by creating an original research report on a current, relevant, and specifically defined subject area. Prerequisite: Successful completion of the General Education Capstone course.

**PPA Public Administration**

**PPA 301 Principles of Public Administration** 3 Credits
An introductory examination of the characteristics of the public organization and its impact on society including analysis of the principles of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included.

**PPA 303 Finance for Public Administrators** 3 Credits
This course addresses the principles of state and local financing of government, sources of public revenue, objects of public expenditures, problems of fiscal administration, emerging policy issues involving land use and taxation, spending and budgeting, intergovernmental cooperation, debt financing, financing for economic development, and privatization. Prerequisite: ECO 203.

**PPA 305 Budgeting for Public Administrators** 3 Credits
This is an introductory course in government budgeting dealing with public revenue, expenditure policies, and politics of the budgetary process while addressing current issues and challenges in this field.

**PPA 307 Intergovernmental Relations & Issues** 3 Credits
The theory and practice of intergovernmental relations and the various issues that accompany the daily operations and affect the overall efficiency of our system. This course will address both the legal and political perspectives of the interactions, relationships and public policy considerations throughout the various components and levels of government. Prerequisite: PPA 301.

**PPA 401 Urban Management** 3 Credits
This course is an introduction to formal and informal elements of urban management systems addressing the exploration of alternative approaches to dealing with problems arising from rapid urban growth. Prerequisite: PPA 301.

**PPA 403 Administrative Law** 3 Credits
A study of the nature and the law of the administrative procedure, of separation and delegation of powers, and of the scope of judicial review and other remedies against administrative actions.
PPA 405 Personnel Management 3 Credits
An examination of the essential processes, policies, and laws pertaining to public personnel including an analysis of issues concerning public personnel administrators, employee protection, motivation, and effectiveness.

PPA 497 Public Policy Formation 3 Credits
A study of how the dynamics of governmental decision making influence the content of public policy; course focuses on how legislators, interest groups, chief executives, and the bureaucracy function to define alternatives and to shape policy agendas and content. Prerequisites: PPA 301 and successful completion of the General Education Capstone course.

PPA 601 Foundations of Public Administration 3 Credits
This course examines the theory and practice of public administration, its legal and constitutional foundation and the role of the public administrator in public policy. The context of the course discussions are based on the current issues facing public agency administrators.

PPA 602 Public Financial Management 3 Credits
This course is an exploration of current governmental fiscal management techniques and issues. Other course topics include various types of financial and technical assistance as well as quasi-governmental and non-profit management organizations.

PPA 603 Government Budgeting 3 Credits
This is a comprehensive, straightforward examination of government budgeting. Topics deal with the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also addressed are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

PPA 604 Urban Planning/Redevelopment 3 Credits
This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market-driven information. Students integrate theories from economics, information management, finance and leadership, culminating in the generation of a comprehensive business plan.

PPA 605 Negotiation, Bargaining & Conflict Management 3 Credits
This course analyzes bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations and building negotiation skills of the administrator.

PPA 699 Public Policy Development 3 Credits
This capstone course is an examination of influences affecting policy development and decision making in the urban political arena. It also covers policy management, policy execution, establishing and measuring criteria for policy success, and effective communication throughout the public policy process. This course is cumulative in nature, integrating knowledge and information attained while completing the entire MPA curriculum. In addition, this course requires the generation and presentation of an analysis of a community development project.

PSY Psychology

PSY 101 Introduction to Psychology 3 Credits
This course is a survey of selected topics in psychology, including research methods, physiological psychology, sensation, perception, consciousness, learning, memory, motivation, gender roles, abnormal behavior, psychotherapy, and social psychology.

PSY 104 Child & Adolescent Development 3 Credits
This course provides a basic introduction to the nature of human growth and development as it occurs from conception through adolescence. Students are provided the opportunity to explore the "what," "how," and "when" of physical motor, cognitive, socio-emotional, moral aesthetic, and language development. Exploration is emphasized through activities that allow students to understand and appreciate both typical and atypical development within the context of the family and society and to recognize the impact of individual, cultural and linguistic differences on development.

PSY 202 Adult Development & Life Assessment 3 Credits
This course presents adult development theory and links theoretical concepts of life and learning through a process of psychometric assessment and reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life learning, including a plan for personal, professional and academic learning. Successful completion with a "C-" or better or equivalent is required.

PSY 301 Social Psychology 3 Credits
Students explore how the thoughts, feelings, and behavior of individuals are influenced by other human beings in a variety of social situations. This course also entails a survey and critical analysis of the various methods used by researchers in social psychology. Topics include: social cognition, aggression, prejudice, interpersonal attraction, altruistic behavior, conformity, group influences, and conflict resolution. Prerequisite: PSY 101 or equivalent.

PSY 302 Industrial/Organizational Psychology 3 Credits
This course examines the influence of an organization upon the individual, as well as ways an individual can influence an organization. Topics include recruiting, personnel selection, organizational climate, group problem solving, and conflict resolution.

PSY 303 Abnormal Psychology 3 Credits
The course entails a study of the diagnosis, causes, treatment, and prevention of psychological disorders. Problems with the reliability and validity of the American Psychiatric Association system for diagnosing psychological disorders will be discussed, and various alternative systems will be introduced. Prerequisite: PSY 101 or equivalent.

PSY 304 Lifespan Development 3 Credits
This course consists of the application of the methods and principles of several fields of psychology to an extensive study of human growth development in the child, adolescent, and adult. Prerequisite: PSY 101.

PSY 307 The Journey of Adulthood 3 Credits
This course presents process-oriented, multi-disciplinary views, principles, research findings, and perspectives across the adulthood continuum: early adulthood, middle adulthood, and late adulthood. Students gain an understanding of developmental changes occurring in the realms of biology, anatomy, and social and cultural contexts in which aging occurs.

PSY 317 Cognitive Functioning in the Elderly 3 Credits
This course explores cognitive functioning in later life including biological, socioeconomic, environmental, cognitive adaptation, and life history factors influencing cognitive function as an individual progresses along a developmental continuum. The major psychological constructs of self concept, socialization, and thinking processes are presented. Epidemiology, interventions, education, and support systems are discussed. Prerequisite: PSY 101 or equivalent.

PSY 323 Perception, Learning, & Cognition 3 Credits
Students will study research and theory about mental processes that go between experience and the human mind. Students will gather and interpret data for several simple experiments that demonstrate classic research findings in perception, learning, and cognition. Perception entails the mental processes involved in the organization and interpretation of sensory experience. Learning entails relatively permanent changes in behavior that result from experience. Cognition explains how the mind processes information, how we encode, store, and retrieve memories, and how we use information to form beliefs, make decisions, and solve problems. Prerequisite: PSY 101 or equivalent.
PSY 325 Statistics for the Behavioral & Social Sciences  3 Credits
Descriptive and inferential statistics are investigated and multiple techniques for statistical analysis are introduced in this course. Formulas for presenting and evaluating data are explored in accordance with generally accepted protocol for statistical analysis. Prerequisite: Fulfillment of the General Education Mathematical competency.

PSY 326 Research Methods  3 Credits
Research Methods is an introduction to the foundations of research methodology, design and analysis. Basic principles of qualitative and quantitative research are explored and evaluated. Understanding the results of statistical analysis as it applies to research is a focus of this curriculum.

PSY 330 Theories of Personality  3 Credits
This course reviews the basic concepts and principles of the major theories of personality. It also assesses the scientific worth and validity of these theories and includes case studies that show how these theories are applied to the treatment of psychological disorders. Detailed descriptions of healthy and unhealthy personality types will be stressed. Students will be challenged to evaluate their personality, as it relates to the theory being presented. Prerequisite: PSY 101 or equivalent.

PSY 331 Psychology of Learning  3 Credits
Learning is the relatively permanent change in behavior and mental processes resulting from experience. This course consists of the application of learning theory and research in a wide range of settings where learning takes place. Prerequisite: PSY 101 or equivalent.

PSY 344 Issues & Trends in Adult Development  3 Credits
This course provides an interdisciplinary exploration of contemporary issues and trends in adult development as well as emerging research areas. Topics include intergenerational conflicts, changing role dynamics, volunteerism, self-esteem in adulthood, resilience and vulnerability, maintaining and enhancing cognitive vitality in adulthood, adult employment trends including multiple career changes, coping with “boomerang children,” grandparents raising grandchildren, and the growth of lifelong learning.

PSY 350 Physiological Psychology  3 Credits
Students study the anatomy and physiology of the brain, spinal cord, peripheral nervous system, and endocrine system. Study of the biological systems promotes better understanding of mind-body relationships important to hunger, thirst, sex, sleep, emotion, learning, and memory. Students also examine medical theories, assessment, and treatments of psychological disorders including new imaging technologies and drug therapy. Prerequisite: PSY 101 or equivalent.

PSY 352 Cognitive Psychology  3 Credits
Cognitive psychology takes a scientific approach to understanding the fundamental mental processes involved in everyday cognition. This course covers the topics of perception, attention, memory, and language by examining both classic and contemporary cognitive psychology methods and experimental results. Prerequisites: PSY 101 and PSY 326 (may be taken concurrently with PSY 326).

PSY 495 Adult Development Capstone  3 Credits
This course is a synthesis of the major ideas, perspectives, and concepts gained from the study of adult development. 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.

PSY 496 Applied Project  3 Credits
This course provides a synthesis of the major ideas, perspectives, theories, and concepts gained from the study of psychology. A substantive simulated research project is created, providing students the opportunity to integrate key learning and knowledge gained from throughout the degree program. Prerequisites: Successful completion of the General Education Capstone course and the majority of the major coursework.

PSY 600 Introduction to Graduate Study in Psychology  3 Credits
This course provides an introduction to graduate study at Ashford University in the field of psychology. Students will explore psychology as a science and profession. They will examine professional roles and organizations, ethics and professional standards, theoretical perspectives, and contemporary practical applications of psychology to real-world situations.

PSY 605 Developmental Psychology  3 Credits
This course will cover developmental and contextual experiences of humans across the lifespan. Emphasis will be placed on issues and questions that have dominated the field over time and continue to provide impetus for research. Interactions will focus on articles that describe and illustrate current theories and trends. Students will read selected research articles and self-select additional readings related to weekly topics and personal interest. These topics include theoretical trends and foundations in research, policy and ethics, health and wellness, human developmental context, and end-of-life issues.

PSY 610 Applied Social Psychology  3 Credits
This course provides a comprehensive examination of the science of social psychology as well as how it is applied to manage and aid the understanding of contemporary social issues. Topics include social quandaries encountered in the fields of mental and physical health, the workplace, the education system, and the legal system. Students will study seminal theories and research that informs the practical application of social psychology to real-life situations. Students will also apply social psychology theory and research to explain current social issues.

PSY 615 Personality Theories  3 Credits
This course provides an overview of the basic concepts and principles of the major theories of personality. Students will assess the scientific worth and validity of these theories based on case studies that show how these theories are applied to the treatment of psychological disorders and how personality assessments are applied in different settings. Detailed descriptions of healthy and unhealthy personality types will be stressed, and students will be challenged to evaluate various assessment tools as they relate to the respective theories being presented.

PSY 620 Learning & Cognition  3 Credits
This course introduces students to multiple dimensions of learning and cognition, which range from the basic processes underlying learning to the contexts that promote self-regulation and metacognition. As the foundation of cognitive psychology, learning and cognition encompasses many topics including attention, memory, categorization, problem solving, epistemology, language acquisition, and recognition of diversity. During the course, students will study a broad range of content through an eclectic collection of peer-reviewed articles focusing on the different aspects of learning and cognition. This course highlights main findings, established facts, and skills in learning and cognition that are applicable to a wide range of contexts.

PSY 625 Biological Bases of Behavior  3 Credits
In this course students will explore the detailed anatomy and physiology of the brain, including cellular physiology, synaptic transmission, and clinical neuroanatomy. Theories that focus on the relationship between brain function and behavior will be reviewed, and students will illustrate their understanding of important brain networks, including those involved in sensation/perception, language, memory, movement, and emotions. Through a review of the history of behavioral neuroscience, students will learn about the relationship between symptom presentation and underlying theories of neuroanatomy/neuropathology as well as how these concepts have evolved over time. Students will also become familiar with important research methods used in neuroscience by analyzing current concepts in brain aging and neurodegenerative diseases. For the final assignment in the course, students will design a grant proposal that focuses on a particular disorder/syndrome in the area of neuropathology.
PSY 630 Psychopharmacology 3 Credits
Students will examine the activity of drugs, both therapeutic and recreational, on the body with an emphasis on the brain. Theories of the biological basis of psychiatric disorders will be explored as a basis for examining the professional standards behind therapeutic drug use. The history of drug use, research methods and ethical concerns will be examined.

PSY 635 Research Design & Methods 3 Credits
This course reviews the basic concepts of common quantitative research methods and introduces research design using qualitative and mixed methods. In the review of quantitative methods, emphasis will be placed on experimental research designs. Students will be challenged to select appropriate research designs and methodologies for various research questions. The course will culminate in a detailed research proposal on topics chosen by the students.

PSY 640 Psychological Testing & Assessment 3 Credits
The course includes an overview of individual and group approaches to testing in psychology. Students will review psychological assessments utilized to evaluate personality, intelligence, achievement, and career-related interests and skills in a variety of work settings. The course will provide students with opportunities to analyze psychometric methodologies typically employed in the development and validation of psychological and educational tests. Students will apply knowledge of psychological measurement principles to testing and assessment data with an emphasis on ethical and professional interpretation. Issues and challenges related to testing and assessment with diverse populations will be integrated into the course.

PSY 645 Psychopathology 3 Credits
This course introduces students to objective and phenomenological understandings of psychological symptoms and disorders. Students will draw from various theoretical and historical perspectives to build their understanding of diagnostic and treatment methods for psychological disorders and develop their appreciation for evidence-based practices. Additionally, students will be encouraged to conceptualize psychopathology from a socioculturally sensitive standpoint through the examination of culture-related syndromes. Diagnostic manuals and handbooks will be discussed and used throughout the course.

PSY 650 Introduction to Clinical & Counseling Psychology 3 Credits
This course examines similarities and differences in clinical and counseling psychology, with an emphasis on professional roles and activities. Students will gain greater awareness of their attitudes toward various ethical and professional issues, psychotherapy modalities, theoretical orientations, and clinical interventions through case studies. Evidence-based practices and psychotherapy integration will also be covered during the course.

PSY 699 Master of Arts in Psychology Capstone 3 Credits
The capstone course is the culminating educational experience for the Master of Arts in Psychology. In this course, students will integrate and apply what they have learned throughout the program to meet competencies as outlined in the program learning outcomes. Students will be exposed to a holistic view of psychology as a discipline, and they will be encouraged to think critically about the broader themes that link various subfields of psychology. Students will reflect on the experience of the program as a whole and will consider how the program's themes apply to a variety of civic and professional settings. The capstone affords students a final opportunity to practice and demonstrate the skills they will need to succeed after graduation.

RES 301 Principles of Real Estate 3 Credits
This course introduces students to the general principles of real estate, including industry terminology, ethics, deeds, listing and purchase agreements, agency, contracts, and property valuation decisions. Emphasis will also be on factors impacting local and national real estate markets.

RES 325 Real Estate Practice 3 Credits
This course examines the basic job functions of real estate salespersons and brokers. Property listing, advertising, escrow, sales, and establishing a client base will be covered with practical applications for completing successful transactions.

RES 327 Real Estate Economics 3 Credits
This course is a study of the foundational economic principles of real estate with an overview of the U.S. capitalist system. Focus will be on land use, markets, cycles and growth patterns, as well as property and income taxation.

RES 334 Real Estate Finance 3 Credits
This course primarily examines the residential real estate finance markets and their impacts on consumers, but will also cover facets of commercial real estate. Mortgage options and purchase costs will be highlighted with attention to theories of real estate investment.

RES 345 Legal Aspects of Real Estate 3 Credits
This course is a study of the legal system and its impact on purchase, ownership, sale, and leasing of real estate. Topics to be covered include contracts, wills, zoning, and environmental law, as well as Constitutional issues in real estate.

RES 429 Property Management 3 Credits
This course provides the framework for the management and development of inventory of private and commercial real estate properties on a large scale. Included emphases are the roles of the property manager, landlord duties and policies, leases, maintenance, reports, and insurance.

RES 431 Commercial Real Estate Investment 3 Credits
This course examines investment transactions, asset management, and enterprise management as the core components of commercial real estate investment. Methods for determining the value of commercial properties and the sources of real estate capital are also discussed.

RES 450 Real Estate Appraisal 3 Credits
A study of the functions and approaches to appraisal, which include cost, income, and the direct sale comparison approach. The social and economic factors that impact determination of value will be discussed with emphasis on analyzing market data.

RES 497 Strategic Management of the Real Estate Enterprise 3 Credits
This capstone course discusses the managerial decision-making and problem-solving processes that determine the failure or success of a real estate enterprise. Strategy formulation, implementation, and evaluation and control are key points of comprehensive focus. The course also incorporates program comprehensive demonstrations of knowledge. Prerequisite: Successful completion of the General Education Capstone course.

SCI Science

SCI 207 Dependence of Man on the Environment 4 Credits
In this course, learners deepen their understanding of the importance of natural resources to mankind. Students explore physical, biological, and ecological principles, examine how human alterations affect the environment, and reflect on the controversies surrounding various approaches to addressing environmental problems and the steps some communities have taken to address these challenges.

SCI 208 Humans and the Environment 4 Credits
In this course, learners deepen their understanding of the importance of natural resources to humans. Students explore physical, biological, and ecological principles, through traditional and laboratory investigation to examine how human alterations affect the environment, and reflect on the controversies surrounding various approaches to addressing
environmental problems and the steps some communities have taken to address these challenges. (Equivalent to SCI 207).

SOC Sociology

SOC 101 Introduction to Sociology 3 Credits
This introductory course presents basic concepts, theories, and research in sociology. Group organization, sex and gender, marriage and the family, sports as a social institution, and collective behavior are among the topics considered.

SOC 120 Introduction to Ethics & Social Responsibility 3 Credits
This course introduces the basic ethical concepts and explores philosophic perspectives for understanding the meaning of social responsibility. Topics include ethical theories, the role of government, the role of corporations, environmental issues, and ethical integrity.

SOC 203 Social Problems 3 Credits
Drugs, poverty, illiteracy, homelessness, AIDS, undocumented aliens, single-parent families, urban and farm crises, and racial and environmental issues are examined. Possible causes and remedies are scrutinized.

SOC 304 Social Gerontology 3 Credits
The course focuses on social stereotypes and prejudice against the aged, discrimination, friends and family, care giving, living environments, demography, senior political power, legislation, elder abuse, and death and dying.

SOC 305 Crime & Society 3 Credits
The course considers the basic sociological theories and research findings concerning crime. The punishment and corrections process, organized crime, corporate crime, the police, the courts and the impact of crime on the victim are examined.

SOC 309 Racial & Ethnic Groups 3 Credits
The course considers major racial and ethnic groups, especially African Americans, Asian Americans, ethnic Whites, Hispanics, and Native Americans. The focus is on the traits of each group and its pattern of adaptation to the larger society.

SOC 312 Child, Family & Society 3 Credits
This course provides an overview of the child (infant through elementary) and the reciprocal relationships children develop with their family, their school, and the world in which they live. Theories pertaining to the roles and relationships within and between families, schools, and communities are introduced with an emphasis on enabling students to identify family needs and concerns and to use a variety of collaborative communication and problem-solving skills to assist families in finding the best available community resources to meet these needs. Students themselves explore various community resources that further the development of the child's potential.

SOC 313 Social Implications of Medical Issues 3 Credits
An introductory course that provides learners with a basic foundation of human biology applicable to human service and health and human services providers. The course explores basic human biology and its relationship to selected socio-cultural domains that are grounded in Bronfenbrenner's Ecological Model of Human Development.

SOC 315 Cross-Cultural Perspectives 3 Credits
Culture and politics in Europe, Latin America, the Arab world, India, East Asia, and other areas are examined. Emphasis is on viewing the world from the diverse perspectives of other cultures and political systems. Topics and regions vary.

SOC 318 Sociology of Sport 3 Credits
The social institution of sport is examined as a microcosm of society. Consideration is given to the different levels of sport and sports in relation to social stratification and mobility, big business, mass media, religion, race, gender, and social discrimination. Prerequisite: Junior standing or permission of the instructor. F or S

SOC 320 Public Policy & Social Services 3 Credits
An examination of public policies and the social services they mandate. The major focus is on American government policy at all levels and the detailed content of social services. Some consideration of other nations and international agencies is offered. Policies and services pertaining to a variety of areas including urban life, poverty, health care, substance abuse, children, the aged, unemployment, and mental health are studied.

SOC 322 Sociological Aspects of Adulthood 3 Credits
Utilizing a multi-disciplinary approach, this course provides an introduction to the field of gerontology and its social implications. Social, psychological, and physical aspects of aging are overviewed as well as an exploration of the demographic shift taking place and the meaning and impact of the shift in terms of issues and policies arising from the graying of America. Other course topics include common aging changes/conditions, myths and stereotypes, the effects of health and illness on the individual, family, and society, and the impact of media, culture, and gender influences on aging.

SOC 326 Diversity & Aging 3 Credits
This course explores the diversity perspectives of culture, ethnicity, economic status, national origin, disability, gender, and sexual identity as related to aging. Emphasis is placed on the ethnic perspectives of aging across cultures.

SOC 331 Social Justice & Ethics 3 Credits
This course examines the foundations of social justice theory and their application to criminal justice theories and practice. Issues such as poverty, social policy, diversity, welfare, and alternative social programs provide students with a working understanding of the interrelation and comparative relationship between social and criminal justice issues. Students will also understand ethical applications for both social justice initiatives as well as the ethics of criminal justice policies and initiatives.

SOC 333 Research Methods 3 Credits
This course examines quantitative, qualitative, mixed methods, and associated data interpretation within the context of research, policy and practice within the social sciences. This course also examines the relationship between research, policy, and/or theory. Students will examine types of data, measurement scales, hypotheses, sampling, probability, and varied research designs for research in the social sciences and related disciplines.

SOC 402 Contemporary Social Problems & the Workplace 3 Credits
This course presents an analysis of major contemporary social problems, especially in the United States. Attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.

SOC 490 Social Science Capstone 3 Credits
This course requires students to reflect upon and synthesize the major insights gained in their study of the Social Sciences. A substantive paper is developed which requires students to critically analyze their experiences and knowledge in order to build leaders in the interdisciplinary field of Social Science. Prerequisite: Successful completion of the General Education Capstone course.

SPA Spanish

SPA 103 Beginning Spanish 1 3 Credits
This course is designed for beginning Spanish speakers with no previous college course work in Spanish. The goal of this course is to enable students to acquire a basic mastery of the following four language skills: listening, speaking, reading, and writing. The course will emphasize practice of grammar and communication skills.
COURSE DESCRIPTIONS

SPA 104 Beginning Spanish II 3 Credits
Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisite: SPA 103 or departmental approval.

SPE Speech
SPE 103 Oral Communication 3 Credits
Students learn basic theory and practice of oral communication. Topics include language, listening, causes of communication breakdown, feedback, nonverbal communication, audience analysis, reasoning, organization and development of messages, and delivery strategies. Oral assignments may range from informative, persuasive, and ceremonial speaking to small group discussion and oral interpretation.

SRM Sports and Recreation Management
SRM 320 Organization and Administration of Sports & Recreation Management 3 Credits
Reviews the principles of organizational structure and behavior within sport organizations. Topics include organizational policies and procedures, organizational effectiveness, communication networks, and leadership values. Prerequisite: Junior standing or permission of instructor.

SRM 325 Case Research in Sports & Recreation Management 3 Credits
Sports as a subject matter is very ancient and its marketing can be traced to even its earliest days. However, as an integral portion of contemporary society, successful sporting events or seasons generally require professional marketing efforts. Utilizing the principles of management, marketing and other relevant disciplines this course will use case studies, class discussions, and projects to enhance the student’s collective expertise in this area of Sports and Recreation Management. Prerequisite: Successful completion of the General Education Capstone course.

SRM 410 Contemporary Issues in Sports Marketing & Management 3 Credits
Sport has become a major business enterprise in the United States and in much of the world. This course helps students understand the scope of the sport industry, to include identifying career opportunities in various segments of the sport industry. The course also examines the managerial process to include the functions of management, as well as the roles, skills, and attributes required of sport managers. Special attention is given to examining the unique characteristics of sport and the resulting social and ethical responsibilities of sport managers.

SRV Service Management
SRV 301 Introduction to Service Management 3 Credits
This course introduces management in the ‘intangible industries’ organization and addresses the central challenges presented by services organizations. The course also addresses the need for value creation through customers, the role of organizational leadership, and the role of services in modern society.

SRV 312 Service Operations Management 3 Credits
This course is an introduction to service-related operations in a variety of business sectors and is studied through the shared aspect of their service elements, drawing upon service management theory to provide the academic framework. Students are introduced to operations management principles, and study the role of the operations manager within service organizations. Prerequisite: SRV 301.

SRV 322 Fundamentals of Hospitality 3 Credits
This course is a survey of the interrelated industries that comprise the hospitality and tourism industry. The course also introduces the student to the major concepts and components that representing the hotel, food and beverage, restaurant, recreation, theme parks, gaming, club management, convention and event planning, cruises, and tourism services industries. Prerequisite: SRV 301.

SRV 333 Resort Management 3 Credits
This course provides an overview of resort management and operations in the context of ski, golf, gaming, and other types of resorts. The basic principles of marketing, management, and development of a resort will be covered. The course includes a review of the history of the growth of resorts in the United States, expansion of resorts worldwide, and their operations and characteristics. Prerequisite: SRV 301.

SRV 340 Marketing in a Services Environment 3 Credits
This course is designed to provide an introduction to the general principles of marketing and an in-depth study of services marketing theory. The concepts the student learns will enable students to develop the skills appropriate in an emerging service economy. The student will be exposed to the relationship between services marketing and the consumer experience. There will be opportunities for the student to apply services marketing theory in non-profit, mass-market retail, hospitality, and restaurant enterprise environments. Prerequisite: SRV 301.

SRV 346 Introduction to Restaurant Management 3 Credits
Identifies the crucial elements involved in the successful operation of a restaurant and how they interrelate. Students are taken through the process of creating a concept, developing a menu, budgeting and controlling costs, staffing the restaurant, purchasing food and equipment, bar and beverage management, daily operations, and developing a restaurant marketing plan. Prerequisite: SRV 301.

SRV 347 Sanitation & Safety 3 Credits
This course introduces the student to public health problems that relate to the hospitality industry. Topics include disease transmission through improper food handling and cooking, major types of microorganisms, environmental conditions which encourage bacterial growth, fire prevention methods and safety, and sanitation rules and practices. Prerequisite: SRV 301.

SRV 423 Food & Beverage Control 3 Credits
This course is a study of the systems and techniques appropriate to manage food, beverage, and labor costs in restaurant and catering operations. Topics addressed include management, marketing, menu development, costs and pricing, quality assurance, production, and operational analysis. Prerequisite: SRV 301.

SRV 425 Event, Meeting, & Conference Management 3 Credits
In this course, students learn strategies to develop meaningful, well-organized conferences, meetings, and special events. The course addresses event logistics, facilities management, event compliance with ADA and other laws/regulations, contract negotiation, labor planning, and issues with food and beverage management. Prerequisite: SRV 301.

SRV 428 Non-Profit Agency Management 3 Credits
This course serves as an introduction to the non-profit organization and management. Discussions will focus on mission, leadership, marketing, community relations, fund development, staff supervision and professional development. Prerequisite: SRV 301.

SRV 429 Fiscal Management of Nonprofit Organizations 3 Credits
This course examines the principles and practices of financial management in nonprofit organizations. It is designed to teach students how to use financial information in the management of nonprofit organizations. The use of case studies and applied examples intends to make the course especially practical to those working in the nonprofit environment. Prerequisite: SRV 301.

SRV 438 Menu Planning & Design 3 Credits
This course includes food service design concept including the menu, the location, and the type of clientele expected. Students will also demonstrate an understanding of menu layout, including selection, development, price structure, and restaurant style. Prerequisite: SRV 301.
COURSE DESCRIPTIONS

SSC Social Science

SSC 101 Introduction to Social Sciences 3 Credits
This course introduces students to the interdisciplinary field of social sciences and some of the disciplines that comprise this field, including anthropology, sociology, political science and history. These subject areas figure prominently in the Social Science major. In this course, students will learn important social science concepts and theoretical approaches, along with the research methods that social scientists use to study human behavior. Throughout the course and through a summative assignment, students will examine how social factors shape social behavior, and some of the consequences of current social problems.
SECTION NINE: UNIVERSITY PERSONNEL

Board of Trustees

Dr. Gregory Geoffroy, Chairperson
Dr. Gregory L. Geoffroy brings more than 30 years of experience in higher education to the Ashford University Board of Trustees. Currently, he is President Emeritus at Iowa State University in Ames, Iowa, where he spent the previous ten years as the institution's President. From 1997 to 2001, Dr. Geoffroy served as Senior Vice President for Academic Affairs and Provost at University of Maryland in College Park, Maryland. He was at Pennsylvania State University from 1974 to 1997, where he held a variety of leadership positions, including Dean of the Eberly College of Science and Head of the Chemistry department. Dr. Geoffroy currently sits on the Board of Directors of the Bankers Trust Corporation and is a Grand Council Member of Tau Kappa Epsilon fraternity. He earned a PhD in Chemistry from the California Institute of Technology and a BS in Chemistry from the University of Louisville.

Ms. Mary Jo Maydew, Vice Chairperson
For more than 30 years, Mary Jo Maydew has been providing financial guidance to colleges and universities. From 2000 to 2011, she was the Vice President for Finance and Administration at Mount Holyoke College in South Hadley, Massachusetts where she had previously been Treasurer since 1987. Prior to that, Ms. Maydew held the positions of Assistant Treasurer and Assistant to the University Controller at Cornell University. Currently, Ms. Maydew serves on the Board of Directors for the Center Redevelopment Corporation and the Investment Committee for The Loomis Communities. In addition, she recently completed a seven-year term as a Commissioner on the New England Association for Schools and Colleges Commission on Institutions of Higher Education. She has served on the Board of Directors for several educational organizations, including the Tuition Plan Consortium, the National Association of College and University Business Officers, and the Eastern Association of College and University Business Officers. Ms. Maydew earned her MBA from Cornell University and her BS in Accounting from the University of Denver.

Lt. Col. Paul Aguirre
Lt. Col. Paul Aguirre is the Logistics Readiness Squadron Commander for the 161st Air Refueling Wing (ARW) of the Arizona National Guard. In this role, he manages a professional support staff that includes legal, chaplain, public affairs and other support functions. He has served over 22 years in the military, deploying to Afghanistan in 2011 to 2012, where he worked in the Chief of Staff’s office at the NATO Headquarters in Kandahar, Afghanistan. His diverse management experience includes serving as Public Affairs Officer for the Arizona National Guard, where he represented the over 8,000 members of the Arizona Department of Emergency and Military Affairs to media and community groups. He also has an extensive financial management background that includes 12 years as the Comptroller for the 161st ARW, managing an annual budget exceeding 40 million dollars, and Resource Manager for the Joint Counter Narcotics Task Force, a joint Army and Air Guard program supporting local, county, state and federal law enforcement agencies. He has served on the Board of Directors of the Arizona Hispanic Chamber of Commerce and the National Guard Association of Arizona. A strong advocate for adult education, Lt. Col Aguirre earned his BA from the University of Phoenix while on active duty with the Arizona National Guard.

Dr./Sister Ruth Cox
Sister Ruth Cox is a member of the Sisters of St. Francis in Clinton, Iowa. Sister Ruth is also currently a Fellow and an Adjunct Assistant Professor of Nursing for The Center of Nursing Classification and Clinical Effectiveness at the College of Nursing at the University of Iowa. Prior to her role at the University of Iowa, Sister Ruth was an Adjunct Faculty member at Kirkwood Community College, President and CEO of The Alverno Health Care Facility, and Assistant Professor of Nursing at Loyola University of Chicago and Barry University in Miami Shores, Florida. She has served professionally in many roles, including the Leadership Council of the Sisters of St. Francis, the research team for Nursing Outcomes, and the Iowa Advisory Board for the Iowa Foundation for Medical Care. Sister Ruth has delivered numerous papers and presentations on the topic of nursing. She holds a PhD, from the University of Iowa, and earned her MA, MSN, and BS from Loyola University of Chicago.

Dr. Merle W. Harris
Dr. Merle W. Harris brings 45 years of educational experience to the Ashford Board of Trustees. She has served in a variety of roles at institutions of higher education, high schools, grade schools and the Connecticut Department of Higher Education. Most recently, she served as Professor of Undergraduate and Graduate Programs in Public Policy and Higher Education Policy, Law and Foundations at Charter Oak State College and the University of Hartford in Connecticut. Dr. Harris also works as a consultant in planning, policy development and accreditation in education and higher education. From 1989 to 2008, Dr. Merle served as Executive Director of the Board for State Academic Awards and President of Charter Oak State College. She also served as Interim...
President of Central Connecticut State University and as Deputy Commissioner of the Division of Research Planning for the Connecticut Department of Higher Education. Dr. Merle currently sits on the Board of Regents for Higher Education and the Connecticut Allied Health Policy Board. She earned her EdD in Education Policy, Research and Administration from the University of Massachusetts, and her MS in Guidance and Counseling and BS in Education from Central Connecticut State College.

Dr. Albert K. Karnig

Dr. Albert Karnig was President of California State University, San Bernardino from 1997 to 2012. During his tenure, he helped the University achieve major milestones in enrollment, diversity of faculty and students, grant and contract funding, fundraising, and international program development. Previously, Dr. Karnig served as Provost at the University of Wyoming and Associate Vice President for Academic Affairs at Arizona State University. He also directed Arizona State's School of Public Affairs, which at the time was ranked among the nation's ten leading public policy and administration programs. Dr. Karnig currently sits on the Board of Directors for the California University of Science and Medicine, the California Council on Economic Education, the San Bernardino County Alliance for Education, and the KVCR Public Radio and Television Education Foundation, Inc. Dr. Karnig earned his Bachelor's degree from Augustana College and his Master's and Doctorate degrees in Political Science from University of Illinois. While at the University of Illinois, Dr. Karnig became a Woodrow Wilson Fellow, an N.D.E.A. Fellow, and a Kendric Babcock Fellow.

Dr. Carol Kasworm

Dr. Carol Kasworm has nearly four decades of experience studying adult learners and is considered a leading authority on adult undergraduate students in higher education. She is the W. Dallas Herring professor emerita of adult and community college, formerly of the Department of Leadership, Policy and Adult and Higher Education at North Carolina State University. Her research interests have focused upon the adult undergraduate experience, including the nature of learning engagement and participation patterns of adult students, the situated influences of varied higher education contexts on adult learners, and the role of adult higher education in a lifelong learning society. Dr. Kasworm has held faculty appointments at University of Texas – Austin, University of Tennessee – Knoxville, University of Houston – Clear Lake and University of South Florida. She has also served as Associate Dean of Research and Technology in the College of Education at University of Tennessee – Knoxville and Associate Vice Chancellor for Faculty and Program Development at University of Houston – Clear Lake. In 2002, Dr. Kasworm was inducted into the International Adult and Continuing Education Hall of Fame. She received her BA in Psychology and Sociology from Valparaiso University, her MA in Higher Education Administration from Michigan State University and her EdD in Adult Education from the University of Georgia.

Dr. Paula Kelly

Dr. Paula Kelly has more than 20 years’ experience in higher education extended studies leadership and served as the Dean of the College of Extended Studies at San Diego State University. She was responsible for building strategic alliances with external partners including corporations, other universities, ministries, and governmental agencies. She has a background in entrepreneurial self-support education and international business, and traveled to more than 30 countries in Asia, Europe, South America, and the Middle East to market and develop College of Extended Studies international training and development programs for SDSU. Dr. Kelly has served on several Boards of Directors including the University Continuing Education Association (UCEA), World Trade Center, Asian Business Association, and St. Vincent de Paul Village. Dr. Kelly earned her doctorate in Education Leadership and Masters in Business Administration from the University of San Diego. She served as the Development Director for USD, Vice President of Development for Monarch School, and she is currently the Director of Development for International Relief Teams. Dr. Kelly has expertise in board development and corporate, foundation, major gift and capital campaign fundraising.

Dr. Meredyth A. Leahy

Dr. Meredyth A. Leahy has over 30 years of experience working with adult educators and adult learners in basic literacy, secondary, continuing and higher education, in both public sector and military education venues, including Temple University and the Pennsylvania Department of Education, Cabrini College, Muhlenberg College, and Excelsior. From 1994 to 2008 she served as Dean, School of Liberal Arts, Excelsior College, Albany, New York. Since her retirement, she has served as distance education adjunct faculty for Excelsior College teaching an undergraduate course on the history and philosophy of American education, and North Carolina State University where she taught a graduate course on the adult learner. She recently joined the American Council on Education's Military Installation Voluntary Education Review (MIVER) as a program review team member. Dr. Leahy earned her Bachelor's degree from Edinboro State Teachers College and her Master's and Doctorate degrees in adult education from Temple University, Philadelphia, Pennsylvania.
Dr. Craig W. Linebaugh
Dr. Craig W. Linebaugh brings a wealth of experience in higher education to the Ashford Board of Trustees. He has spent more than 35 years at The George Washington University serving in a variety of leadership roles, including Senior Associate Provost of Academic Operations, Associate Vice President for Academic Planning, and Chief Academic Operating Officer of the Virginia Science and Technology Campus in Ashburn, Virginia. Currently, he is a Professor of Speech and Hearing Science and a Research Professor of Medicine at The George Washington University. Dr. Linebaugh sits on the Board of Trustees Committee on a Science and Engineering Complex. He earned his post-doctoral fellow in Speech-Language Pathology from the Mayo Clinic, his PhD in Speech and Hearing Science and MA in Speech-Language Pathology from Temple University, and a BA in English Literature from Lebanon Valley College.

Dr. Geri Hockfield Malandra
Dr. Geri H. Malandra is the founder and principal of Malandra Consulting LLC, a firm created to assist higher education leaders with the development and implementation of outcomes-focused management, accountability, and policy initiatives. From 2012-2013, she served as Senior Advisor to the President of Kaplan University, after serving the previous two years as Provost. Prior positions include her role as the Senior Vice President for Leadership, Membership, and Policy Research at the American Council on Education, and as Vice Chancellor for Strategic Management for the University of Texas System. Dr. Malandra also served as Associate Vice Provost at the University of Minnesota, where she spent more than 16 years working in various leadership capacities. Her public service includes an appointment by former U.S. Secretary of Education Margaret Spellings to serve as a member and Vice Chair of the National Advisory Committee on Institutional Quality and Integrity. Dr. Malandra holds her MA and PhD in Ancient Studies from the University of Minnesota, Minneapolis. She earned her BA from Carleton College in Northfield, Minnesota.

Dr. Peter J. Negroni
Dr. Peter J. Negroni is currently Senior Advisor and consultant to EMC Publishing and the College Board. A career educator with more than 50 years of experience in education, Dr. Negroni spent 30 years in the New York City Public Schools, starting as a teacher and ending with 10 years as a school superintendent in the Borough of the Bronx. During his career, Dr. Negroni acted as the Executive Director of an educational foundation in Catawba County, North Carolina, where he led an effort to reform the school district in that county. In 1989, he was appointed Superintendent in Springfield, Massachusetts, where he earned a national reputation as a transformational leader and was awarded the recognition of Superintendent of the Year. In 2000, Dr. Negroni returned to New York City to assume the position of Senior Vice President at the College Board, where he spent 13 years leading major efforts in the K-12 and International Divisions before retiring in August 2013. Dr. Negroni holds a doctorate from Fairleigh Dickinson University in Teaneck, NJ and a bachelor’s degree from Iona College in New Rochelle, New York.

Ms. Cheryl Ann Oldham
Cheryl Ann Oldham is Vice President of Education Policy at the U.S. Chamber of Commerce. Her 20 years of experience in public policy, education, and government relations includes eight years of service in President George W. Bush’s administration. Most recently, she served in a variety of roles with the U.S. Department of Education, including Acting Assistant Secretary for the Office of Postsecondary Education, Chief of Staff for the Office of the Under Secretary of Education, and Executive Director for the Secretary of Education’s Commission on the Future of Higher Education. Oldham began her career serving as Health and Human Services Policy Director for the Texas Office of State-Federal relations in Washington, D.C. She also currently serves on the National Workforce Solutions Advisory Board. Oldham earned her JD from St. Mary University’s School of Law and her BA in Political Science from Texas Christian University.

Dr. Karen Paulson
Dr. Karen Paulson is a Senior Associate at the National Center for Higher Education Management Systems (NCHEMS). Her areas of expertise include assessment, evaluation, accreditation, and the use of data in state policymaking; she has worked at over 40 postsecondary institutions and in 30 states. She conducts evaluations for institutions and consortia with externally funded projects including the State Scholars Initiative, Title III, Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive, and Learning Anytime Anyplace Partnership grants. She is the author of “Developing Public Agendas for Higher Education: Lessons for Comparative State Higher Education Policy,” in State Postsecondary Education Research: New Methods to Inform Policy and Practice, edited by K. M. Shaw and D. E. Heller in 2007, “Adult Learners in the United States: A National Profile” (co-authored with Marianne Boeke for the American Council on Education, 2006), and “A Data Audit and Analysis Toolkit to Support Assessment of the First College Year” (2003). She holds engineering degrees in addition to her higher education study. Her Ph.D. is in Higher Education with a minor in Policy Analysis from The Pennsylvania State University.
Dr. Craig Swenson

Dr. Craig Swenson is the President and Chief Executive Officer of Ashford University. With more than 40 years of experience in higher education, Dr. Swenson is a recognized national leader in higher education. In 2015, Dr. Swenson served as Interim President of University of the Rockies. Prior to that, he served as Chancellor Emeritus and was a Professor of Higher Education Administration at Argosy University. He also served as Chancellor of the Argosy System for seven years and held the position of Chief Academic Officer for Education Management Corporation for several years. Before his tenure at Argosy University, Dr. Swenson was Provost and Vice President of Academic Affairs at Western Governors University. Prior to that, he served as Provost and Senior Vice President of Academic Affairs over the University of Phoenix system. At University of Phoenix, he was a Senior Regional Vice President and a Vice President/Campus Director. Dr. Swenson is on the Board of Directors of the Council for Higher Education Accreditation (CHEA) and he serves on the Advisory Board for the CHEA International Quality Initiative. He is active as a peer reviewer and accreditation team chair for the Commission on Senior Colleges of the Western Association of Schools and Colleges. Dr. Swenson has been a member of the National Advisory Committee on Institutional Quality and Integrity (NACIQI), advising the U.S. Secretary of Education on matters related to accreditation and the eligibility and certification process for institutions of higher education. In addition, he has served on the Jacob K. Javits Program Fellowship Board at the U.S. Department of Education. He was a non-federal negotiator for the U.S. Department of Education Negotiated Rulemaking process in 2007. Additionally, he was a member of the U.S. Army Educational Advisory Committee, advising the Secretary of the Army on education and training matters. Dr. Swenson earned a PhD in Education with an emphasis in Adult and Organizational Learning at Walden University, a master’s degree in Organizational Communication from Brigham Young University, and a bachelor’s degree in Journalism and Mass Communications from the University of Utah.
Clinton Campus Student Information

Information below is provided for former Clinton Campus students who will be finishing their program of study at partner institutions or at Ashford University.

Campus Address:

1310 19th Ave. NW, Clinton, Iowa, 52732

Contact Information:

Meg Schebler, Associate Vice President, Student Affairs
meg.schebler@ashford.edu, 877.241.9893 ext. 27121

Charlie Minnick, Vice President and Campus Director
charlie.minnick@ashford.edu, 877.241.9893 ext. 27101

Joen Larson, Dean
joen.larson@ashford.edu, 877.241.9893 ext. 27202

Tracy Bormann, Associate University Registrar
tracy.bormann@ashford.edu, 877.241.9893 ext. 27151

Dawn Nardini, Director of Financial Services
dawn.nardini@ashford.edu, 877.241.9893 ext. 18104

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Clinton Campus students who are completing their degree at Ashford University in the 2016-2017 Academic Year can view their program information by going to the Catalog of the year they enrolled, located in the Student Portal.
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Any updates to Ashford Faculty are presented on the Ashford University website. Please visit http://www.ashford.edu/community/faculty.htm for the most up-to-date faculty biographies.

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M.B.A. Davenport University
D.B.A. University of Phoenix
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<tr>
<th>Name</th>
<th>Department</th>
<th>University</th>
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<tr>
<td>Faisal Aboul-Enein</td>
<td>Health</td>
<td>University of Texas Health Science Center</td>
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<tr>
<td>John Ackerman</td>
<td>Political Science</td>
<td>B.S. Florida State University</td>
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<td>M.A. Air Command and Staff College</td>
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<tr>
<td>Julie Adkins</td>
<td>Education</td>
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<tr>
<td>Efiong Akwaowo</td>
<td>International Business</td>
<td>B.A., M.B.A. Texas Southern University</td>
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<td>Elaine Alden</td>
<td>Sociology</td>
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<td>Lane Andrew</td>
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<td>Karen Bakuzonis</td>
<td>Health</td>
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<td>Emma Bate</td>
<td>Anthropology</td>
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<td>Paula Webb Battistelli</td>
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<td>Roxanne Beharie</td>
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DECLARATION OF MICHAEL BLACKWELL

1. My name is Michael Blackwell. I live in Montgomery, Alabama.

2. I am a student at Ashford University ("University"). I have been enrolled at the University since August 18, 2015.

3. I am a military veteran. I served in the U.S. Navy, including for approximately 11 months after the attacks of September 11, 2001. My rank upon discharge was Seaman ("E3"). I subsequently served in the Army National Guard. My rank upon discharge was Corporal ("E4").

4. I enrolled at Ashford University because it had an excellent administrative team, offered great benefits, is a "military friendly" school, and offered me the opportunity to pursue my education with considerable flexibility. Because I work and raise a family, I found that the University was a particularly good fit for me.

5. I ultimately chose Ashford University after comparing it with a number of other educational institutions, which I found inadequate by comparison. In particular, I preferred Ashford University's online model. I had previously attended lectures at a brick-and-mortar university and I found that I performed better and was more engaged when my coursework is online.

6. I have had a great experience at the University. The instructors and administrative and support staff have been very helpful and of a very high quality. Enrolling at Ashford University has been one of the best decisions I have made and I am very proud of my accomplishments. My current GPA is 3.58.
7. I am the first elected Vice President of the Student Veterans Organization at Ashford University. Our organization now has over 200 members. It is an active organization and I am involved in trying to develop new initiatives. I am also a member of the nationally-recognized Veterans Honor Society.

8. My education at Ashford University is funded in part by Pell grants and in part through federal veterans benefits that I earned under the Post-9/11 GI Bill. The amount of veterans benefits I am entitled to is dependent on how long I served in the military after 9/11. Specifically, GI Bill benefits cover 50% of my educational costs.

9. Without these GI Bill benefits, I would not be able to afford to take classes at Ashford University or complete my education.

10. As part of my GI Bill benefits, I receive a monthly housing allowance.

11. I am relying on that allowance to help cover my living expenses while I pursue my degree.

12. I am currently scheduled to graduate in 2018. If I do not have access to veterans benefits starting June 30, 2016 to pay for my Ashford University education, I will have to pause my progress and disrupt my graduation timeline, severely interfering with my life. All of my scheduling – including course work, job application planning, and any pertinent certifications before I enter the job market – is planned around a 2018 graduation date. Any disruption of my access to federal veterans benefits will interrupt my educational plans and delay my transition from my current work in construction to my future career in information security management.
13. I am confident that my Ashford University degree will provide me with the background and skills I need to succeed in information security management.

I declare under penalty of perjury under the laws of the United States of America that the foregoing is true and correct.

Executed on June 14, 2016, in Montgomery, Alabama.

[Signature]

MICHAEL BLACKWELL
IN THE IOWA DISTRICT COURT
FOR POLK COUNTY

ASHFORD UNIVERSITY, LLC, and,
MICHAEL BLACKWELL,

Plaintiffs,

v.

IOWA DEPARTMENT OF
EDUCATION and the IOWA STATE
APPROVING AUTHORITY,

Defendants.

Case No. _____________________

DECLARATION OF VICKIE SCHRAY

I, Vickie Schray, declare as follows:

1. I have been employed by Bridgepoint Education, which owns and operates
Ashford University, LLC (the “University”), since January 2011, and have held the position of
Senior Vice President of Regulatory Affairs and Public Policy since 2013. I am responsible for
the University’s regulatory and public policy matters at the federal and state level, and for
coordinating with the Iowa Department of Education and Iowa State Approving Authority
(together, “IDOE”) with respect to approvals and benefits for our programs for military service
members, military veterans and other eligible individuals (“Veteran Students”) pursuant to the
GI Bill. I am also responsible for the University’s communications with the California
Department of Veterans Affairs and the California State Approving Agency for Veterans
Education (“CSAAVE”). Prior to my work at the University, I held various positions in the U.S.
Department of Education. One of these positions was with the Office of Postsecondary
Education, during which I held the titles of Acting Deputy Assistant Secretary and Acting
Assistant Secretary and was delegated the authority to perform the functions of the Under
Secretary of Education. My responsibilities included accreditation, regulations and Title IV
work concerning postsecondary education institutions. I have a bachelors of science from Oregon State University and a masters degree in teaching from Portland State University.

2. The University is a regionally accredited online university offering degree programs across many industries and fields, including business, education, health and liberal arts. The University provides undergraduate and graduate-level educational services online to tens of thousands of students nationally. It currently provides educational services to students in Clinton, Iowa.

3. The vast majority of the University's current students are enrolled in online courses. The University maintains facilities in Clinton, Iowa and San Diego, California. The University's operations in Iowa employ 150 individuals who provide consolidated oversight and support of the University's programs, including those who support the Veteran Students. The University has no other physical campus. The University does not offer residential courses in California, nor are its online courses being taught exclusively in California or by faculty exclusively in California. Instead, Veteran Students and faculty are located throughout the United States.

4. Since 2006, the University has been approved as an institution where Veteran Students may apply for and receive federal veterans' educational benefits. These benefits enable Veteran Students who served in the U.S. Armed Forces to pay the cost of obtaining an education from the University and to provide support for living expenses during the period of their enrollment. Currently, approximately 6,250 Veteran Students are enrolled in the University, substantially all of whom finance their education at the University using funding provided by the GI Bill.
5. In Iowa, the University assembled a highly qualified team with extensive experience and expert ability to assist Veteran Students and to administer the veterans’ educational benefits programs. Indeed, since 2006, all of the University’s certifying officials for Veteran Students have been located in Clinton, Iowa.

6. The University participates in the GI Bill’s Yellow Ribbon Education Enhancement Program, has signed and operates under the Department of Defense Memorandum of Understanding, and has affirmed its commitment to the 8 Keys to Veterans Success. In 2014, Military Times published a report listing the University in the top 3 most popular colleges among troops using tuition assistance, right behind the University System of Maryland (http://www.militarytimes.com/story/military/benefits/education/2014/08/28/top-50-ta-schools-by-service/14736989/); and in 2015, Military Times named the University as a “Best for Vets” college (http://www.ashford.edu/community/news/military-times-list-of-best-colleges.htm). Copies of those publications are attached as Exhibits A and B to the Appendix in Support of Plaintiffs’ Motion for Order Staying and/or Temporarily Enjoining Agency Action (“Appendix”).

7. The University has a very diverse student body. Data from our 2013 / 2014 fall enrollment shows that 70% of the student body is composed of women, 37% are black or African American, 9% are Hispanic or Latino, and 76% receive Pell grants. Many of the University’s students are veterans and their spouses, single mothers, full-time employees and seniors.

8. GI Bill education benefits programs have both a federal and state component. The federal Department of Veterans Affairs (“VA”) awards education benefits to students who are enrolled at approved educational institutions. The agencies that bestow “approved” status on educational institutions are state agencies that have been designated by each respective state’s chief executive as the state’s “approving agency” for purposes of federal veterans’ educational
benefits program eligibility. The state approving agencies are typically housed in the state
departments of education or state departments of veterans’ services. Each state approving
agency operates differently.

9. The IDOE has been designated by the Governor of Iowa as the “state approving
agency” in Iowa for federal veterans’ benefits eligibility. Consistent with federal and state law,
the University has applied for and obtained eligibility to receive federal veterans educational
benefits from IDOE continuously since 2006.

10. The University has never been denied approval by IDOE for purposes of
qualifying for federal veterans educational benefits. Nor has its approval ever been conditioned,
limited, or placed on probation. The University and IDOE have enjoyed a good relationship over
the past decade. IDOE has not reported any material deficiencies with the University’s
administration of the veterans’ benefits programs or identified any other substantive concerns
regarding the University during this time, and the University has never been denied approval by
IDOE for purposes of qualifying for Veteran Students’ educational benefits.

11. Given the University’s long history with IDOE, I — on behalf of the University —
have developed deep professional relationships with representatives of IDOE and have become
familiar with the processes for providing veterans benefits eligibility approval. The University’s
relationship with IDOE is characterized by longstanding transparency and cooperation.

12. On July 9, 2015, the University announced plans to close its then-existing
residential Clinton, Iowa campus after the 2015-2016 academic year. Prior to, and continuing
after, this announcement, the University coordinated closely with IDOE, its accrediting agency,
and other regulatory bodies to ensure a smooth continuation of the University’s programs and its
presence in Iowa.
13. In July 2015, the IDOE approved the University’s 2015-2016 catalog. A copy of that approval letter is attached to the Appendix as Exhibit C. As set forth in the catalog, online terms start every Monday, thus the 20-week term starting on Monday, June 27, 2016 (the last Monday before IDOE’s planned withdrawal of approval on June 30, 2016), will not end until November 11, 2016. Each term consists of four consecutive five-week classes.

14. In August 2015, the University was informed that IDOE had recently completed a U.S. Department of Veterans Affairs directed Compliance Survey of the University, finding that the University’s “records were in good order and up to date for VA reporting purposes.” This was consistent with prior IDOE reviews of the University, none of which found any substantive issues with the University’s conduct or programs. That letter is attached to the Appendix as Exhibit D.

15. In December 2015, IDOE, as well as the Iowa Teacher Practitioner Board and the Iowa Student Aid Commission, approved the University’s teach-out plan. Those approval letters are attached to the Appendix as Exhibits E and F. As part of this plan, all students at the Clinton campus who need to do so would complete student teaching by the end of December 2016, and the University would ensure that all remaining Iowa residential students would be able to completed their programs or transition to other programs before June 1, 2017, including required testing and supplemental recommendation for Iowa licensure. Iowa residential students will be enrolled in their programs through June 1, 2017, and those eligible to do so will graduate no sooner than this date.

16. Approval for the programs in the University’s 2015-2016 catalog supplement was given in early 2016. Via this approved catalog, the University’s programs were approved for 20-
week terms. IDOE did not identify any issues with the approved programs during this process. This approval letter is attached to the Appendix as Exhibit F.

17. On May 2, 2016, I received a letter from IDOE stating that it had conducted an “interagency review and evaluation” to assess whether the University had to seek veterans benefits approval from another state approving agency rather than IDOE. The letter said that the University would “no longer have a physical campus in Iowa” and that its suspension of approval coincided with the conclusion of teach-out plan, both of which are incorrect. That letter is attached to the Appendix as Exhibit G.

18. I sought clarification from IDOE regarding eligibility for benefits for the University’s current students. On May 5, 2016, IDOE clarified that while new students would not be eligible for benefits under its new decision, current Veteran Students who were completing their terms would still be eligible to receive veterans benefits. The IDOE said that its withdrawal of its approval would “not impact veterans or military students currently admitted to Ashford University and in receipt of VA education assistance benefits.” That email is attached to the Appendix as Exhibit H.

19. On May 10, 2016, I advised IDOE by letter that it was mistaken as to several facts. That letter is attached to the Appendix as Exhibit I. The University is transitioning to an online-only university, but it is not leaving Iowa on July 1, 2016. Instead, the University is not enrolling new students at the Clinton, Iowa campus starting July 1, 2016, but students who are currently enrolled will be able to finish their educations and graduate. The University has transitioned key academic leadership and services to join its Veterans Operations at a Clinton, Iowa facility. Because the earliest point at which currently enrolled residential University
students could graduate is not until at least 2017, the Clinton, Iowa location will remain open and operating until at least June 1, 2017.

a. The University has designed and implemented a “teach-out” plan for its students in Iowa, allowing them to finish their studies at the University’s campus uninterrupted. The “teach-out” plan has been approved by IDOE and by the University’s accreditors. Consistent with this teach-out plan, the University’s Clinton, Iowa location will remain open well-after June 30, 2016 — until at least June 1, 2017.

b. The University will be retaining its online service center facility in Iowa. That facility employs 150 employees who occupy approximately 18,000 square feet of University office space. Those employees include administrative and managerial staff, as well as staff who are trained in helping Veteran Students navigate the federal veterans’ benefits programs to finance their education.

c. The University intends to maintain its key operational functions exclusively in Iowa. As I told representatives of IDOE, the University will maintain consolidated oversight and support of veterans benefits programs and has employees who are experts at navigating federal veterans’ benefits programs for Veteran Students.

20. On May 19, 2016, IDOE again advised by letter that it was canceling its prior approval for the University’s veterans’ benefits eligibility. Because “the main campus of Ashford University and the Chief Executive Officer are now both physically located in California,” IDOE contended that only California may provide approval for the University’s veterans programs. That letter is attached to the Appendix as Exhibit J.
21. On May 23, 2016, I again wrote to IDOE about the impact that the communicated withdrawal of approval would have on Veteran Students, and attempted to correct the IDOE's misunderstanding regarding the University's presence in Iowa, and requested a meeting to further clarify the relevant facts. That letter is attached as Exhibit K.

22. On May 24, 2016, IDOE stated that it was not reconsidering its decision and, effective June 30, 2016, the University's approval was withdrawn. IDOE also changed its May 5, 2016 position that no current students would be impacted by their withdrawal decision, now stating that benefits would not be paid for any student term that begins July 1, 2016 or after, regardless of when the student first entered the program. That letter is attached to the Appendix as Exhibit L.

23. The last University term that is scheduled to begin prior to the IDOE cut-off starts on June 27, 2016, and lasts for 20 weeks, pursuant to the previously approved IDOE catalogs. According to IDOE's final correspondence, that term is the last for which Veteran Students would be covered for GI Bill benefits absent further action.

24. Also included with IDOE's May 24, 2016 letter was a recommendation by the VA that the University seek approval in California by the CSAAVE. See Exhibit L to the Appendix. Based on this recommendation, and out of concern for our students' continued education, the University notified the CSAAVE that it had begun the process of completing the CSAAVE application on May 25, 2016. That notification letter is attached to the Appendix as Exhibit M.

25. The University acted quickly, and this application was formally submitted on May 31, 2016.

26. Because, in my experience, review for approval of federal veterans benefits eligibility ordinarily takes at least 2 or 3 months, I was concerned from the start that California
would not be able to complete its approval process before IDOE’s June 30, 2016 cut-off date. My subsequent conversations with officials at CSAAVE and the California Department of Veterans Affairs have deepened my concerns, as CSAAVE’s process is unusually demanding and would require Ashford to make significant structural changes before any approval could issue.

a. Most notably, CSAAVE officials told me on June 9, 2016, that *CSAAVE will not approve any functions that are located outside California*. Currently, however, all of the University’s veterans’ program certification functions—and the employees who run them on behalf of our Veteran Students—are located in Iowa. It therefore appears that CSAAVE approval will not be available unless many Iowa residents and their families relocate to California, along with the physical infrastructure that supports the University’s veteran certification functions. To the extent that these valued and high-performing employees would choose to relinquish their positions rather than move more than halfway across the country, the University would need to hire and train new employees to perform veterans program certification functions in California. Needless to say, such a significant restructuring could not occur overnight.

b. Procedurally, CSAAVE will begin with a comprehensive review of the University’s application for approval. It will then send a letter to the University that states any questions or concerns that CSAAVE may have. At least until that letter is sent, and potentially until the University provides a response that CSAAVE deems satisfactory, CSAAVE will not treat the University’s application for approval as “complete.”
c. After the application is "complete," CSAAVE will conduct a site visit at the University. I was told that the site visit lasts approximately eight hours and is followed by an exit interview. Only after that site visit has been performed would CSAAVE issue an approval letter. According to CSAAVE, this entire process could take 90 days or longer to complete.

27. CSAAVE confirmed in writing that it's approval authority is limited to the University's operations in California, stating:

...CSAAVE does not have approval authority for activities conducted by Ashford [University] outside of California's border; as such, CSAAVE's review will be based solely upon Ashford [University]'s operating status at the proposed San Diego campus. Should additional information, documentation, or clarification be necessary during our review, CSAAVE will provide Ashford [University] with a detailed letter of request.

A copy of that email is attached to the Appendix as Exhibit N. Following this correspondence, I continued to work with CSAAVE on our pending application. A copy of my subsequent email is attached to the Appendix as Exhibit O.

28. Veteran Students were sent an email by the VA on June 3, 2016, advising that the University's failure to obtain approval from the California state approving agency before June 30, 2016, would jeopardize their access to veterans benefits such that they "will not be able to receive GI Bill benefits for terms that begin after" June 30, 2016. The email also advised Veteran Students of the possible loss of their veterans benefits if they stayed with the University and encouraged those students to "consider your alternatives" and "search for other programs to attend." A copy of that email is attached to the Appendix as Exhibit P. One week later, on June 10, 2016, I, along with some colleagues from the University, sat down with representatives of IDOE and the VA in an effort to resolve this matter in such a way that Veteran Students could
continue to receive their GI Bill benefits without interruption, as contemplated in IDOE's May 5, 2016 email. IDOE and the VA now said that GI Bill benefits would not be available for the full University term but would be restricted to "classes" that started prior to June 30, 2016. I reminded IDOE and the VA that IDOE had approved the University's catalogue setting forth that courses are given in 20-week terms, but they had no meaningful response.

29. Immediately following our meeting, the VA sent a second email to Veteran Students informing them of this latest regulatory change in its interpretation of the implications of IDOE's plan to withdraw approval on June 30, 2016. Veteran Students were now told that as of June 30, 2016, they would be "able to finish any class you have started before that date and we will continue to process those benefits on your behalf. However, you will not be able to start any classes after July 1st and use your GI Bill benefits" (emphasis added). A copy of that email is attached to the Appendix as Exhibit Q.

30. This last minute change by the VA has a very real effect on Veteran Students. The use of "classes" as opposed to "term" changes the number of classes that the Veteran Students can be certified for prior June 30, 2016. Specifically, a Veteran Students can only be certified for one class prior to June 30, 2016, under this new approach. Had the VA used the word "term" as was used in their June 3, 2016 communication and as "term" was approved by the IDOE, Veterans Students in an undergraduate program would have been able to be certified for four consecutive five-week classes prior to June 30, 2016, and those in graduate programs would have been able to be certified for three consecutive six-week classes prior to June 30, 2016.

31. On June 11, 2016, the University sent an email to its Veteran Students in an effort to address the recent, conflicting communications from IDOE and the VA. In that email, the
University did its best to explain the current situation and to respond to the many questions its Veteran Students might have regarding how IDOE's planned withdrawal of approval could impact them. The University assured the Veteran Students that it was doing and will continue to do everything it can to resolve the issues raised by IDOE's planned withdrawal of approval effective June 30, 2016, including but not limited to working with IDOE, CSAAV and the VA, applying to CSAAV for approval, and even helping the Veteran Students locate alternative educational institutions, if that is what is necessary for them to keep their educations on track and to protect their GI Bill benefits. A copy of that email is attached to the Appendix as Exhibit R.

32. Following the VA's June 3, 2016, and June 10, 2016 emails, there was a significant outcry from Veteran Students regarding IDOE and the VA's latest positions and the possible impact on their access to veterans' education benefits. One student stated that he is three courses away from graduation, and that the IDOE's decision has prevented him from obtaining the benefits necessary to pay for his last term.

33. In the University's experience, students whose education is abruptly interrupted in such a manner are unlikely to complete their educations. These interruptions cause scheduling problems, complicate graduation timelines and job or internship application timelines, and leave students with no alternative or smooth transition.

34. IDOE's decision has also resulted in a loss for the University of GI Bill related applicants who would have started programs at the University. This decision also creates an incentive for Veteran Students to leave and attend other educational institutions. This will be permanently damaging to the University, as it will lose potentially thousands of students for an undetermined period of time, and if CSAAVE does not issue its certification in time, then the
Veteran Students who are interested in continuing their education will have little choice but to enroll with one of the University’s competitors or to give up their education all together.

35. If the University is granted the injunctive relief against IDOE regulatory action that is sought in this action, there will be no probable monetary liability by the University to IDOE. All that would happen is that Veteran Students would continue to receive the GI Bill benefits to which they are entitled so that they can continue their educations.

I declare under penalty of perjury under the laws of Iowa that the foregoing is true and correct.

Executed on June 14, 2016, in California.

[Signature]
VICKIE SCHRAY
IN THE IOWA DISTRICT COURT
FOR POLK COUNTY

ASHFORD UNIVERSITY and,
MICHAEL BLACKWELL,
Plaintiffs,
v.
IOWA DEPARTMENT OF
EDUCATION and the IOWA STATE
APPROVING AUTHORITY,
Defendants.

Case No. _____________________

PLAINTIFFS’ MOTION FOR
ORDER STAYING AND/OR
TEMPORARILY ENJOINING
AGENCY ACTION

EXPEDITED RELIEF REQUESTED

Plaintiffs Ashford University ("the University") and Michael Blackwell move this Court pursuant to Iowa Code §§ 17A.19(1) and 17A.19(5) and/or Iowa Rule of Civil Procedure 1.1502 to issue an order staying and/or temporarily enjoining Defendants Iowa Department of Education and Iowa State Approving Authority (collectively, “IDOE”) from withdrawing their approval of Ashford University (the “University”) as a GI Bill eligible institution for federal veterans’ educational benefits purposes after June 30, 2016, and/or reinstating the IDOE’s approval of the University for such purposes. Pursuant to Iowa Rule of Civil Procedure 1.1504, Plaintiffs state that no petition for the relief requested on behalf of Plaintiffs herein, or any portion thereof, has previously been presented to and refused by any court or judge.

In support of their motion, Plaintiffs submit the accompanying brief, and state as follows:

1. The IDOE’s decision to withdraw its approval will inflict significant and irreparable injury on the University and its approximately 6,250 military service members, military veterans and other GI Bill eligible individuals (“Veteran Students”), including Michael Blackwell. By effectively denying these Veteran Students access to the GI Bill benefits upon which they are dependent for financing their education, the IDOE’s decision will – among other
things – cause irreparable harm to the educational pursuits of the University’s students, including Mr. Blackwell. The IDOE’s decision also threatens irreparable harm to the University by creating an incentive for the University students who are eligible for veterans benefits to either switch to another institution or refrain from enrolling until any doubt about the University’s approval status has been addressed.

2. The balance of the equities favors Plaintiffs and issuance of a stay and/or temporary injunction. Such relief is necessary to protect the University, Mr. Blackwell, and other Veteran Students from the harm that would be caused by IDOE’s decision to withdraw the University’s approval in a manner that will make it difficult, or perhaps impossible, for any other jurisdiction to issue a timely approval, prior to June 30, 2016. On the other hand, a stay would not cause even the slightest harm to IDOE. IDOE gave its approval to the University in March 2016, and that approval is provided annually. IDOE, in other words, will not have to conduct any additional review or evaluation of the University’s eligibility. It just completed that review and found no problems. A stay or temporary injunction would simply maintain the legal effect of a decision that IDOE has already made, thereby allowing University students, including Michael Blackwell, to proceed with their educations at the University. Nor would the stay prevent the University and appropriate regulators from working to address for the future the question of which jurisdiction should act as the approving authority for the University. In fact, if anything, the grant of a stay will relieve the time pressure that has resulted from IDOE’s abrupt withdrawal decision. Nor would a stay cause any harm to federal interests. The Veteran Students have earned their benefits and are entitled to use them. The only question is whether they will be able to use those benefits to continue their education, uninterrupted, at the
University. The balance of equities strongly favors protecting Veteran Students from such a 
disruption.

3. The public interest favors the grant of a stay. There is a clear public interest in 
ensuring that these Veteran Students are able to continue their University education without 
interruption, as well as in avoiding undue disruption in the lives of the University’s employees. 
Absent a stay, University employees who work on veteran certification functions will be 
subjected to the abrupt shock of being forced to relocate or to lose their jobs if the University is 
required to obtain California approval in short order. The public interest surely favors 
maintaining the full range of educational benefits, including housing allowances, that Mr. 
Blackwell and other Veteran Students have earned, and their option to choose the University’s 
popular and flexible online programs, while California prepares an approval to replace the 
approval that Iowa abruptly has withdrawn or the University, IDOE, CSAAVE, and other 
interested parties work out a resolution.

4. A stay is warranted because Plaintiffs are likely to succeed on their claim that 
IDOE’s withdrawal notice is legally deficient and cannot take effect on June 30, 2016. IDOE’s 
withdrawal letter violates the Iowa Administrative Procedure Act (IAPA) in a number of 
respects. See Iowa Code § 17A.19(10); Compl. ¶¶ 54–61. The withdrawal letter is deficient, 
because it does not cite the regulation governing withdrawals of approval, 38 C.F.R. § 21.4259, 
and does not adhere to the standards set out in that regulation: The regulation permits the 
withdrawal of an approval in only one circumstance: If “the requirements for approval are not 
being met” by the institution and, further “the deficiency cannot be corrected within a period of 
60 days.” 38 C.F.R. § 21.4259; see also 41 Fed. Reg. 30638, 30639 (July 26, 1976) (explaining 
that the purpose of this provision is to address a “school’s deficiencies,” and that “a deficiency is
by definition noncompliance with the law.”). IDOE has not suggested that there is any “deficiency” in anything that the University has done. Nor has it in any way suggested that its withdrawal notice rests on a failing by the University. IDOE accordingly does not have any ground, under established law, to withdraw the University’s approval. Whether Iowa should issue a new approval when the current approval expires is a different question, and one that can be addressed in due course, in a manner that protects student interests. But the contention that Iowa lacks authority to issue a new approval, even if established, would not establish any proper basis for withdrawing the existing approval.

The withdrawal letter issued by IDOE also suffers from a separate and independent flaw—it rests on a statement of fact that is plainly incorrect, and indeed is inconsistent with IDOE’s approval of the University’s teach-out plan. IDOE’s withdrawal letter asserts that “Ashford University will no longer have a physical campus in Iowa” as of June 30, 2016. See App. Exhibit G. That is demonstrably incorrect. As the University has previously reminded IDOE, the University’s state-approved “teach out” plan states that the University will no longer enroll new students at the Clinton campus starting July 1, but that the Clinton, Iowa location will stay open until the currently enrolled students are able to graduate and finish their education—which will not occur until at least June 1, 2017. Exhibit A, at ¶ 19 (Decl. of V. Schray); App. Exhibit I, at 1–2. IDOE has also contended that the University’s main campus is located in another state, see App. Exhibit J. But until the teach-out is complete, the University will continue to have its only residential campus in Iowa and will continue to provide instruction to students in Iowa. These facts, which are not subject to meaningful dispute, establish that IDOE’s withdrawal notice is arbitrary and capricious and otherwise violates the IAPA.
For these and other reasons discussed more fully in Plaintiffs’ accompanying brief, the
Court should grant this motion.

Dated: June 14, 2016

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IN THE IOWA DISTRICT COURT
FOR POLK COUNTY

ASHFORD UNIVERSITY, LLC, and
MICHAEL BLACKWELL,

Plaintiffs,

v.

IOWA DEPARTMENT OF
EDUCATION and the IOWA STATE
APPROVING AUTHORITY,

Defendants.

Case No. _______________

PETITION FOR DECLARATORY
AND INJUNCTIVE RELIEF
EXPEDITED RELIEF REQUESTED

Plaintiffs Ashford University, LLC (the "University"), and Michael Blackwell, by their attorneys, upon personal knowledge with respect to themselves and their actions and otherwise on information and belief, allege as follows:

NATURE OF ACTION

1. Plaintiffs bring this action because Defendants Iowa Department of Education and Iowa State Approving Authority's ("ISAA") (together, "IDOE") have announced that IDOE will withdraw approval of the University as a GI Bill eligible institution after June 30, 2016. This intended plan of action is improper, because it does not comply with, and in fact contradicts, the regulation that controls suspension and withdrawal of prior approvals—a regulation that IDOE, unfortunately, did not even address in announcing the intended plan of action. In addition, the intended plan of action to withdraw approval is based on a misunderstanding that the University is leaving Iowa and will no longer be operating in the state after June 30, 2016. In fact, as IDOE was timely informed by the University, the University will continue to conduct in-person coursework in Iowa through at least June 1, 2017, involving both students and faculty members, as well as administrative and support staff, located at the
University's Clinton, Iowa facility. For both of these reasons, there will be no basis to withdraw the University's existing approval at all, or in any event not until June 1, 2017, at the earliest. Furthermore, over the last few months, IDOE and other interested regulators have been making inconsistent, factually incorrect and conflicting statements to the University, its students, and others regarding the impact of IDOE's impending withdrawal of approval. Accordingly, as explained below, declaratory and injunctive relief is necessary to avoid irreparable harm to the University and its students, including plaintiff Michael Blackwell. In addition, maintaining the status quo through June 1, 2017, would permit sufficient time for the regulatory process applicable to the University's operations to be completed in an orderly fashion, based on a complete and accurate factual record.

2. The University was founded in Clinton, Iowa, in 1918. Ever since, it has been offering a variety of academic programs to its students in Iowa. In addition, since at least 2005, the University has been offering on-line academic programs. On July 9, 2015, the University announced that it would be transitioning to an entirely on-line educational model. However, the University will continue to offer classes at in Clinton, Iowa until June 1, 2017. The University has no other physical campus. Most of the University's online programs are managed from San Diego, California, but the University does not offer residence courses in California, nor are its online courses taught exclusively in California or by faculty exclusively in California. The University's multi-state model is similar to that of many other educational institutions that conduct a substantial amount of their programs online.

3. After June 30, 2016, the University will continue to provide its students, including approximately 6,250 military service members, military veterans and other eligible individuals ("Veteran Students") access to an extensive range of academic programs. Classes in Clinton,
Iowa will continue through at least June 1, 2017. Furthermore, after June 30, 2016, the University plans to maintain its approved Iowa physical presence for the approximately 150 employees who call Iowa home. Finally, continuity of the University’s provision of academic programs is vital to the Veteran Students’ completion of their academic programs and graduation. Given the University’s continuing presence in Iowa and its long-standing approval by IDOE as a GI Bill eligible institution, which permits Veteran Students such as Michael Blackwell to use their GI Bill benefits to continue their education and to receive a monthly housing allowance ("MHA") to cover living expenses while they are in school, declaratory and injunctive relief should be entered, as necessary, to allow the University’s operations and the studies of Michael Blackwell and other Veteran Students to continue without interruption. This will permit Michael Blackwell and the University’s other Veteran Students to earn their college degrees pursuant to their current schedules.

4. The University has been diligently working with IDOE to protect Michael Blackwell and the University’s other Veteran Students from an interruption in their GI Bill benefits and their studies and to keep the University’s Iowa staff employed in servicing these Veteran Students. Even though the University believes that Iowa would continue to be the proper locus for approval of its academic programs even after July 1, 2017, under the circumstances, the University has also expeditiously applied for certification approval from the California State Approving Authority for Veterans Education ("CSAAVE"), in order to minimize, to the extent possible without Court intervention, the possibility of irreparable harm to it, Michael Blackwell, and the other Veteran Students.

5. Unfortunately, the CSAAVE process is not likely to provide a timely or adequate solution for the University or its students. CSAAVE has informed the University that, prior to
issuing an approval, it will need time to conduct a comprehensive review of the University as a whole and the University’s individual programs, including a site visit. The review process—which is, of course, similar to the process IDOE has been performing for the past decade, pursuant to which IDOE has already approved the University’s academic programs through June 1, 2017—typically takes between 60 and 90 days to complete. Despite its stated willingness to work with the University, CSAAVE is not able to commit to completing this duplicative process by June 30, 2016, and indeed has stated that its review could take 90 days or more.

6. Even this estimated approval period—which would run long past June 30, 2016—comes with a significant qualification: *CSAAVE has recently stated that it will only review and approve University functions that are conducted by the University in California.* CSAAVE’s recently stated position is that all of the University’s officials and staff who are involved in functions relating to veterans benefit must be located in California. Unless those functions are moved to California, CSAAVE has stated that it will not approve the University’s programs, notwithstanding that federal regulations specifically permit approval of educational institutions, such as the University, that operate in multiple states. It is simply not practicable to move Iowa employees and their families to California on this timeline—or to hire and to train replacements for those who cannot or will not relocate—in time to achieve a CSAAVE approval by June 30, 2016. Thus, absent Court intervention, approval for GI Bill benefits for the University’s students are likely to terminate soon after June 30, 2016, causing irreparable harm to the University, Michael Blackwell, and the University’s other approximately 6,250 Veteran Students.

7. Injunctive relief is necessary to preserve the status quo, so that Michael Blackwell and the other Veteran Students can continue their University educations uninterrupted, paid for by the GI Bill benefits to which they are so clearly entitled, and can retain certain MHA benefits
that they use to meet present living expenses while in school. In addition, injunctive relief is necessary to prevent irreparable harm to the University itself, including the loss of students who would otherwise be given an incentive to attend other institutions of higher education, and harm to the University personnel employed in Iowa to support the University’s Veteran Students and other programs. Conversely, there would be no harm to anyone if the withdrawal of approval does not occur on June 30, 2016, and IDOE continues to carry out its long-standing role as the governing authority through June 1, 2017. In fact, a stay would provide much needed time for the University, IDOE, and CSAAVE to address the implications of the University’s transition to a completely on-line institution and its teach-out program in Clinton, Iowa. A stay or temporary injunction through June 1, 2017 would allow for a measured and orderly discussion among the University and the regulators, during which time Michael Blackwell and the other Veteran Students would be able to continue their educations without disruption.

PARTIES, JURISDICTION AND VENUE

8. The University is a regionally accredited university offering degree programs, primarily online, across many industries and fields, including business, education, health and liberal arts. The University was originally named Mount St. Clare College when it was founded, in 1918, in Clinton, Iowa, by the Sisters of St. Francis. In 2005, Mount St. Clare College was renamed Ashford University. While a majority of the University’s students are enrolled in online courses, the University maintains facilities in Clinton, Iowa, including where classes are taught, and San Diego, California, where many of the University’s administrative functions are housed, but where no classes are taught. The University’s operations in Iowa employ approximately 150 individuals who provide consolidated oversight and support for the University’s programs, including those who support the Veteran Students. In addition, the
University's Iowa students will continue to participate in programs on site in Iowa that will last through at least June 1, 2017.

9. Michael Blackwell is a military veteran who served in the U.S. Navy, including for approximately 11 months after the attacks of September 11, 2001, as well as in the Army National Guard. He enrolled at the University in 2010 and holds a 3.58 GPA. Michael Blackwell currently expects to graduate in 2018 and looks forward to starting a career in information security management. His GI Bill benefits currently cover 50% of his educational costs at the University, without which he could not afford to continue his education.

10. IDOE is responsible for approving the participation of educational institutions in veterans education benefits programs, as set forth in detail below, and is located in Des Moines, Iowa. The University's programs have been approved by IDOE continually since 2006. The approval of the University's programs as GI Bill eligible is critical to the University and its Veteran Students, including Michael Blackwell. Absent such approval, Veteran Students would not be able to receive GI Bill benefits to pay for their University educations.

11. Pursuant to Iowa Rule of Civil Procedure 1.1504, Plaintiffs state that no petition for the relief requested on behalf of Plaintiffs herein, or any portion thereof, has previously been presented to and refused by any court or judge.

FACTS

IDOE's Approval of University Programs for GI Bill Benefits

12. The GI Bill provides a range of benefits to eligible individuals. One category of benefits is designed to help Veteran Students cover the costs associated with getting an education. In this respect, the GI Bill required that each state create a "state approval agency" ("SAA") that is responsible for providing to the federal Veterans Benefits Administration ("VA") a list of programs that could lead to civilian employment and smooth the transition of our
nation’s military service members back into the civilian world. These state approval agencies have the authority to approve or to disapprove programs.

13. The state agencies that bestow approved status on educational institutions are designated by each respective state’s chief executive as the state’s approving agency for purposes of veterans’ educational benefits program eligibility. The Governor of Iowa has designated the IDOE, via its designated SSA, the ISAA, as the Iowa state approving agency for veteran student benefits under the GI Bill.

14. Because the state approving agency in the place where the educational institution is located has the authority to approve programs, IDOE has been responsible for approving the University’s programs for Veteran Students for the past 10 years. The approval by IDOE is necessary so that Veteran Students, such as Michael Blackwell, may receive the benefits to which they are entitled under the GI Bill, including both educational costs and certain MHA benefits that help Veteran Students and their families meet their living expenses while in school.

15. Notably, the University’s student body is much more diverse, in terms of age and background, as well as demographic categories, than the typical college. Many of the University’s students are veterans and their spouses, single mothers, full-time employees and seniors. There are two main reasons for this diversity: (1) the majority of students take classes online, and (2) the University offers low tuition costs and is approved for military tuition assistance and veterans’ GI Bill benefits. For many military members deployed overseas, both aspects are attractive, as they can take online courses while they continue to serve our country, then they can complete any remaining portion of their academic programs after they leave active duty.
16. Because of the University’s approval as a GI Bill eligible institution, Veteran Students are particularly attracted to it, and the University has a long history of serving veterans in Iowa and throughout the country. The University participates in the GI Bill’s Yellow Ribbon Education Enhancement Program, has signed and operates under the Department of Defense Memorandum of Understanding, and has affirmed its commitment to the 8 Keys to Veterans Success. The University has also received recognition reflecting both its popularity with and value for Veteran Students. For instance, in 2014, Military Times published a report listing the University in the top 3 most popular colleges among troops using tuition assistance, right behind the University System of Maryland (http://www.militarytimes.com/story/military/benefits/education/2014/08/28/top-50-ta-schools-by-service/14736989/); and in 2015, Military Times named the University as a “Best for Vets” college (http://www.ashford.edu/community/news/military-times-list-of-best-colleges.htm).

17. Since 2006, the University has been approved by IDOE to provide programs to Veteran Students with GI Bill benefits. The University and IDOE have enjoyed a good working relationship during that time. IDOE has not reported any substantive issues with the University during this time, and the University has never been denied approval by IDOE as a GI Bill eligible institution. Approximately 6,250 Veteran Students are currently enrolled in the University, substantially all of whom finance their education at the University using funding provided by the GI Bill.

18. IDOE has routinely approved, on an annual basis, the University’s external and online programs. For instance, approval for the programs in the University’s 2015-2016 catalog was given in July 2015, and approval for the programs in the University’s 2016 catalog supplement was given in early 2016. Via these approved catalogs, the University’s programs
have been approved for 20-week terms. IDOE did not identify any issues with the approved programs during this process.

19. Currently, the University is in the process of “teaching out” its ground location in Clinton, Iowa, and transitioning to an educational model of offering coursework solely online; it already offers online programs to students in every state in the country. The teach-out involves the Clinton, Iowa facility continuing to offer classes through June 1, 2017, so as not to interrupt the educations of the University’s students in general and its local Iowa students in particular. After the University completes its teach-out plan, the University will continue to maintain an approved physical presence in Iowa through its Iowa Online Center, which will continue to provide a variety of financial and other student education services to all of the University’s online students, including its Veteran Students. Over the years, the University has assembled a highly qualified team in Iowa with excellent experience and ability to assist with its programs for Veteran Students. Indeed, since 2006, all of the University’s certifying officials for Veteran Students have been located in Clinton, Iowa.

20. While most of the University’s online programs are managed from San Diego, California, the University does not offer residence courses in California, nor are its online courses taught exclusively in California or by faculty exclusively in California. Instead, reflecting the geographic flexibility made possible by the online teaching model, University students and faculty are located throughout the United States and, in the case of some active-duty military students, abroad.

IODE Approves the University's Programs – Including Iowa On Site Programs-Following Closure Announcement

21. On July 9, 2015, the University announced plans to stop offering classes at its Clinton, Iowa facility after the 2015-2016 academic year. Prior to this announcement, the
University coordinated closely with IDOE to ensure the seamless continuation of the University's existing programs for Veteran Students in Iowa and to plan for the University's continued presence in Iowa to assist Veteran Students and to perform certain other functions with respect to its many academic programs. Following the announcement, the University has continued to collaborate with IDOE on this transition; that collaborative process continues to this day.

22. To help facilitate the transition, the University announced the implementation of a teach-out plan for students who attend classes in Clinton and developed plans to keep support functions and activities in Clinton to assist students who will be taking classes in Clinton through June 1, 2017. This teach-out plan was submitted to various Iowa governmental and regulatory institutions for approval, including IDOE.

23. In July 2015, IDOE approved the University's 2015-2016 catalog, which approved the University's programs for 20-week terms. As set forth in the catalog, online terms start every Monday, thus the 20-week term starting on Monday, June 27, 2016 (the last Monday before IDOE's planned withdrawal of approval on June 30, 2016), will not end until November 11, 2016. An undergraduate term consists of four consecutive five-week courses, while a graduate term consist of three consecutive six-week courses.

24. In August 2015, the University was informed that IDOE had recently completed a U.S. Department of Veterans Affairs directed Compliance Survey of the University. IDOE's letter stated:

I am pleased to inform you that we found no discrepancies in the records reviewed. Your records were in good order and up to date for VA reporting purposes. On behalf of the US Department of Veterans Affairs (VA) and the Iowa Department of Education, we want to extend our gratitude for the efforts you and your staff make on behalf of veterans using VA education benefits at your institution.
This review was consistent with prior IDOE reviews of the University, none of which identified any concerns about the University’s conduct or programs.

25. In December 2015, IDOE, as well as the Iowa Teacher Practitioner Board and the Iowa Student Aid Commission, approved the University’s teach-out plan. The teach-out plan permits current students the opportunity to finish their studies in Iowa uninterrupted. As part of this plan, all student teaching by University students in Clinton, Iowa, will be completed by the end of December 2016, and the University will do its best to ensure that all candidates at least have an opportunity to complete their respective academic programs by June 1, 2017, inclusive of required testing and supplemental recommendations for Iowa licensure. Residential students in Clinton will be enrolled in their programs through June 1, 2017, and will graduate no sooner than this date. Pursuant to this teach-out plan, Iowa students remain at the University’s Clinton, Iowa facility, and they will be able to continue their studies in Iowa through at least June 1, 2017.

26. In early 2016, IDOE approved the programs offered by the University in its 2015-2016 catalog and its supplement thereto, which are offered in 20-week terms. Thus, the University continued its longstanding and long-approved practice of offering courses to Veteran Students who are entitled to GI Bill benefits.

**IDOE Withdraws Approval for University Programs**

27. Notwithstanding IDOE’s repeated and continuous approval of the University’s programs over the past decade, a process that IDOE followed after the closure announcement in July 2015 and, indeed, well into 2016, and notwithstanding the positive reviews that the University had received from IDOE, IDOE recently and incorrectly determined that Veteran Students such as Michael Blackwell would no longer be covered for GI Bill benefits effective as
of June 30, 2016. As set forth in detail herein, this determination is based on a misunderstanding that the University is leaving Iowa as of June 30, 2016, and will no longer be operating in the state after that date.

28. Specifically, on May 2, 2016, IDOE sent the University a letter advising that the closure of the University’s Clinton, Iowa campus necessitated an interagency review and evaluation of which state would have approval jurisdiction for online GI Bill-approved programs. IDOE stated that the approval of the University’s GI Bill programs would be suspended so as to coincide with the University’s teach-out plan, and that, after June 30, 2016, IDOE would no longer approve the University’s academic programs for GI Bill benefits for the University’s online students. This decision was based on clear and unambiguous factual mistakes, as IDOE’s letter incorrectly stated that the University would “no longer have a physical campus in Iowa,” and that its planned suspension of approval coincided with the conclusion of teach-out plan, which it plainly did not. These statements are inconsistent with the University’s Iowa-approved teach-out plan, which the University is following faithfully.

29. Three days later, on May 5, 2016, IDOE informed the University that IDOE intended to send a letter withdrawing approval of the University’s GI Bill approved programs, effective June 30, 2016. IDOE’s legal counsel was copied on this transmission, as were senior members of the VA’s central office in Washington, DC. IDOE expressly stated that this withdrawal would not impact Veteran Students, such as Michael Blackwell, who are currently admitted to the University and are receiving GI Bill benefits:

Our withdrawal will not impact veterans or military students currently admitted to Ashford University and in receipt of VA education assistance benefits.
(Emphasis added.) Because of its concern for its Veteran Students, the University quickly sought confirmation that withdrawal would not impact current students. The University was, in fact, given assurances by IDOE that withdrawal would not affect current students.

30. On May 10, 2016, the University explained in writing the critical factual errors in IDOE’s letters. In particular, the University’s May 10, 2016 letter explained that the University is keeping a physical campus in Iowa, including maintaining specific functions to support activities for Veteran Students in Clinton, Iowa. These activities include:

- Continuation of the approved teach-out plan until June 1, 2017, which includes transitioning required leadership from the local Clinton campus to the Clinton online center to educate residential students in their programs through June 1, 2017, as approved by the IDOE.

- Maintenance of an online center in Clinton, Iowa. That facility will have 150 employees who occupy considerable brick-and-mortar facilities (approximately 18,000 square feet).

- Maintenance of Veteran Students’ benefits administration in Clinton, Iowa. This includes 16 experienced and specialized employees who live and work in Iowa and will continue to do so after June 30, 2016.¹

- Maintenance of additional online support personnel.

In total, the University plans to have 150 employees in the online center in Clinton, Iowa, after June 30, 2016. These employees will continue to support all the University’s students and faculty and to administer financial programs for Veteran Students.

31. While the University is no longer enrolling new students at the Clinton facility, it is maintaining teaching operations in Clinton through at least June 1, 2017, so that the currently enrolled students in Clinton can graduate or can continue their education according to the students’ prior plans and in an orderly fashion—for which the University’s support is necessary

¹ Since the date of this letter, the number of experienced and specialized employees who serve the Veteran Students has changed to 15.
through at least June 1, 2017. The University also plans to maintain administrative and support services for Veteran Students after June 30, 2016, as set forth above. Thus, the University will continue to operate a substantial facility in Iowa long after June 30, 2016.

32. Unfortunately, despite the University’s attempts to make clear the actual facts concerning its operations in Iowa, IDOE informed the University on May 19, 2016, that its position regarding the planned withdrawal of approval of programs for GI benefits effective June 30, 2016, had not changed. IDOE stated that only the SAA for the state where an educational institution’s main campus is located may approve a course for GI Bill purposes, citing 38 U.S.C. § 3672 and 38 C.F.R. § 21.4250 and 21.4266. Because of its mistaken belief that the University was leaving Iowa, IDOE mistakenly believed these provisions deprived it of any existing or further approval authority. IDOE also failed to cite or otherwise to address the importance of 38 C.F.R. § 21.4259, which governs, and limits, the authority of an SAA to undertake a “[s]uspension or disapproval” of an institution that has an existing approval. IDOE incorrectly contended that only California may provide approval for the University’s veterans programs.

33. On May 23, 2016, the University continued its dialogue with IDOE, reiterating in writing its concern about the impact that the communicated withdrawal of approval (and thus GI Bill benefits) would have on its students. The University explained:

We continue to be very concerned with the potential negative impact the communicated withdrawal of benefits would have on our veteran students. This is the reason we previously confirmed with you and your office that any decision by ISAA to withdraw its approval would only impact new students (those enrolling after July 1, 2016) while the authorization to certify current students for veterans’ benefits would remain undisturbed through their program completion. By e-mail dated May 5, 2006, on which you were copied, ISAA . . . confirmed “[a]jur withdrawal will not impact veterans or military students currently admitted to Ashford University and in receipt of VA education assistance benefits.” . . . Given this guidance, Ashford [University] is relying on this statement as accurate and therefore concludes that any reference to “withdrawal” applies only to
future enrollments and not to the approximately 6,250 veterans currently enrolled in our programs. Due to the significant detrimental affect any decision impacting current students now and through their graduation date, we seek written confirmation of this point from the ISAA as soon as possible.

The University again tried to clear up IDOE’s misunderstanding regarding the University’s presence in Iowa and requested a meeting to further clarify the relevant facts.

34. The next day, on May 24, 2016, IDOE stated in correspondence to the University that the decision would not be reconsidered and, effective June 30, 2016, approval of the University’s academic programs would be withdrawn. Unfortunately, this correspondence from IDOE was not consistent with the position it took on May 5, 2016. It referenced an email from the VA and stated:

As per Bill Spruce’s [of the VA] email sent today, the “VA will pay until the completion of any “term” (enrollment period) for terms that begin June 30th or before. The VA will pay for no terms (enrollment periods) that begin July 1st or after, regardless of when the person first entered their program. Again, as of June 30th, Ashford [University] has no approval and the VA will have no legal authority to make further payments for any period of enrollment that begins after June 30th.”

Thus, IDOE’s new position was that benefits would not be available to Veteran Students for any student term that begins July 1, 2016, or after, regardless of when the student first entered the program. This was contrary to its May 5, 2016 communication, and, even more importantly, would directly impact Veteran Students currently enrolled at the University. This new position, if not prevented from taking effect, would be particularly onerous for and damaging to students who are nearing graduation, but who will no longer be eligible for benefits if their final term starts after June 30, 2016.

35. The last University term that is scheduled to begin prior to the IDOE cut-off starts on June 27, 2016, and lasts for 20 weeks, pursuant to the previously approved IDOE catalogs.
According to the IDOE’s final correspondence, that term is the last for which University students would be able to receive GI Bill benefits, absent further action.

36. IDOE’s decision is based on a misunderstanding of the facts and is wrong as a matter of law. The University has continued to attempt to negotiate with IDOE in order to prevent an interruption of educational services and GI Bill benefits to its Veteran Students, including Michael Blackwell. Currently, IDOE’s position is that the plan to withdraw approval of the University programs effective June 30, 2016, is final. That final decision has been communicated to the University’s students, as well as to the University itself.

The University and Michael Blackwell Will Suffer Immediate, Substantial and Irreparable Injury Unless The Withdrawal Date is Modified

37. Included with IDOE’s May 24, 2016 letter was a recommendation by the VA that the University seek approval in California by CSAAVE. Based on this recommendation, and out of concern for its students’ continued education and without conceding that IDOE lacks authority to provide an approval under these circumstances, the University notified CSAAVE on May 25, 2016, that it had begun the process of completing the CSAAVE application. This application was formally submitted just six days later, on May 31, 2016. Nonetheless, given the extensive process CSAAVE must follow to complete its approval of the University’s programs, it is virtually impossible that CSAAVE will be able to issue an approval to the University before June 30, 2016. In fact, CSAAVE has stated that it will not issue approval for any University operation located outside of California.

38. Specifically, CSAAVE has stated that it will conduct a comprehensive review of the University both as an institution and then of its programs, along with site visits. This is clearly unnecessary for the period from the present through June 1, 2017, as it substantively the same review that IDOE has been performing for the past decade, and which already led to the
University’s approval through at least June 1, 2017. Despite expressing its willingness to work with the University, CSAAVE would not commit to complete this duplicative process by June 30, 2016, and instead stated that the process could take 90 days or more.

39. Unfortunately, this estimated 90 day (or more) period also came with a substantial qualification. CSAAVE stated that it would only review and approve University operations that are conducted by the University in California. CSAAVE has taken the position that all of the University’s certifying officials and staff must be located in California, or they will not be approved by CSAAVE, irrespective of the applicable regulations that provide for approval under these circumstances. Currently, however, all of the University’s veterans program certification functions—and all of the employees who run them on behalf of Veteran Students—are located in Iowa. It therefore appears that CSAAVE approval will not be available unless many Iowa residents and their families relocate to California, along with the physical infrastructure that supports the University’s Veteran Students’ certification functions. To the extent that these valued and high-performing employees would choose to relinquish their positions rather than move more than halfway across the country, the University would need to hire and to train new employees to perform veterans program certification functions in California. Such a significant restructuring could not occur by June 30, 2016. Nor is there any reason to do so given that the operations at issue are the Iowa operations that were previously approved by IDOE through June 1, 2017.

40. CSAAVE has confirmed in writing that its approval authority is limited to the University’s operations in California, stating:

... CSAAVE does not have approval authority for activities conducted by Ashford [University] outside of California’s border; as such, CSAAVE’s review will be based solely upon Ashford [University]’s operating status at the proposed San Diego campus. Should additional information, documentation, or clarification be necessary
during our review, CSAAVE will provide Ashford [University] with a detailed letter of request.

41. On June 3, 2016, Veteran Students were informed by the VA that IDOE intends to withdraw program approval on June 30, 2016. The VA further informed Veteran Students that they would “be able to finish any term beginning before June 30, 2016,” but would not “receive GI Bill benefits for terms that begin after that date” (emphasis added). This was consistent with IDOE’s May 24, 2016 letter, but was inconsistent with the IDOE’s May 5, 2016 letter, to the University. It is also inconsistent with the regulatory definition of “Term,” which means “any regularly established division of the ordinary school year under which the school operates.” 38 C.F.R. § 21.4200(b)(2). The University operates under a 20-week period of enrollment, as approved by its accrediting agency and as expressed in the University’s catalog—which was approved by IDOE on March 8, 2016.

42. This notice to Veteran Students—issued a mere 27 days before the purported cut-off date—alarmed many students, including those who were only a few classes away from graduating from the University.

43. One week later, on June 10, 2016, the University sat down with IDOE and the VA in an effort to resolve this matter in such a way that its Veteran Students could continue to use their GI Bill benefits without interruption, as contemplated in IDOE’s May 5, 2016 email. When the University questioned the regulators concerning this shift, they simply ignored, unfortunately, the approvals previously given by IDOE to the University for courses given in 20-week terms, stating that GI Bill benefits for Veteran Students would now be limited to classes that started by June 30, 2016. There simply is no basis for this sudden shift in position, and it is clearly wrong as a matter of law.
44. Immediately following that meeting, the VA sent an email to Veteran Students informing them of this latest change in the regulators' interpretation of the implications of IDOE's plan to withdraw approval on June 30, 2016. Veteran Students were now told that, as of June 30, 2016, they would be “able to finish any class you have started before that date and we will continue to process those benefits on your behalf. However, you will not be able to start any classes after July 1st and use your GI Bill benefits” (emphasis added). This latest email to Veteran Students—issued a mere 21 days before the purported cut-off date—had the unfortunate impact of causing a great deal of confusion and further alarmed students.

45. These inconsistencies and abrupt reversals of course are having a very immediate and detrimental effect on the University and Veteran Students, including Michael Blackwell. For example, the use of “classes” as opposed to “term” changes the number of classes for which Veteran Students can be certified prior to 30, 2016. Specifically, under this latest approach, a Veteran Student can only be certified for one class prior to June 30, 2016. Had the VA used the word “term” as was used in their June 3, 2016 communication and as “term” was approved by IDOE, Veterans Students in undergraduate programs would be able to be certified for four classes prior to IDOE's planned withdrawal of approval on June 30, 2016, and those in graduate programs would have been able to be certified for three classes prior thereto.

46. On June 11, 2016, the University sent an email to its Veteran Students in an effort to address the recent, conflicting communications from IDOE and the VA. In that email, the University did its best to explain the current situation and to respond to the many questions its Veteran Students might have regarding how IDOE’s planned withdrawal of approval could impact them. The University assured the Veteran Students that it was doing and will continue to do everything it can to resolve the issues raised by IDOE’s planned withdrawal of approval
effective June 30, 2016, including but not limited to working with IDOE, CSAAVE and the VA, applying to CSAAVE for approval, and even helping the Veteran Students locate alternative educational institutions, if that is what is necessary for them to keep their educations on track and to protect their GI Bill benefits.

47. The announced June 30, 2016 effective date of the withdrawal of approval of the University’s programs is arbitrary, capricious and unreasonable, as is IDOE’s (and, as a result, the VA’s) unfortunate about-faces on the effect that this withdrawal of approval will have on the Veteran Students’ ability to use their hard earned GI Bill benefits. Unless the withdrawal of approval is revoked or barred from taking place, the University’s Veteran Students, including Michael Blackwell, along with the University and its staff, will be adversely affected and irreparably harmed.

48. With respect to the University’s Veteran Students, substantially all of them finance their education at the University using funding provided by the GI Bill, including Michael Blackwell. Michael Blackwell’s education at the University is funded in part through federal benefits that he earned under the GI Bill. Currently, the GI Bill covers 50% of his educational costs, and he could not afford those costs without GI Bill benefits. Accordingly, if Michael Blackwell loses the ability to pay for his University studies using GI Bill veterans benefits on June 30, 2016, he will have to disrupt his studies, ultimately delaying his graduation timeline. All of his scheduling- including course work, job application planning, and pertinent certifications- are planned around a 2018 graduation date. Michael Blackwell’s 2018 degree would permit him to transition from his current work in construction to a career in information security management, which he expects would be much more lucrative for his family.
49. Further, Michael Blackwell depends in part on the MHA aspect of his GI Bill benefits to meet his current expenses as he raises a family while working and going to school. Any disruption of those MHA benefits would therefore cause immediate harm to his financial well-being.

50. Unfortunately, studies have shown that Veteran Students, like Michael Blackwell, whose educations are interrupted will suffer from a decreased likelihood that they will finish their educational programs, adversely impacting their ability to apply for and to obtain jobs and promotions. Likewise, any delay in a Veteran Student’s University coursework or graduation date could adversely affect the Veteran Student’s ability to pursue employment and promotion opportunities. Veteran Students who are inclined to transfer to other approved institutions could be adversely impacted, because the June 30, 2016 cut-off date will not give them enough time to make sure they can continue their educations without interruption or delay. And further, even Veteran Students who opt to transfer may not be able to transfer all of the credits they have earned at the University to another institution. If not, the transfer will extend their time to graduation and, potentially, increase the costs individually paid by the transfer students and by taxpayers under the GI bill.

51. The planned withdrawal of approval by IDOE, effective June 30, 2016, not only adversely affects Michael Blackwell and the University’s other Veteran Students, but it would also adversely impact and irreparably harm the University itself, due to the loss of tuition necessary to fund the University’s educational operations and the loss of GI Bill dependant applicants who would have started programs at the University. This decision also creates an incentive for Veteran Students to leave the University to attend other educational institutions. Such losses would be permanently damaging to the University—conceivably, thousands of
current or potential students could enroll at other institutions instead of the University. Indeed, the email sent to the University’s Veteran Students on June 3, 2016, confirms this risk, as it advised Veteran Students of the possible loss of their veterans benefits if they stayed with the University and encouraged those students to “consider your alternatives” and “search for other programs to attend.” And because it is very unlikely that CSAAVE will issue its approvals before June 30, 2016 for the reasons stated above, that risk is almost certain to materialize. Veteran Students who are interested in continuing their educations with the University but need GI Bill benefits to make ends meet could find they have little choice but to enroll with one of the University’s competitors (or else delay or abandon their educational plans).

52. Finally, withdrawal of approval also adversely affects the University employees who have been planning to remain in Clinton, Iowa, as set forth in detail above. If the IDOE’s existing approval through June 1, 2017 is withdrawn, then CSAAVE’s position that all of the University’s certifying officials and staff must be located in California, means that those employees will have to move to California or lose their jobs, which, according to CSAAVE, must be performed by someone in California.

53. Conversely, there would be no harm to anyone if the withdrawal of approval does not occur on June 30, 2016 and the IDOE remains the University’s approving authority through at least June 1, 2017. The University, IDOE, and CSAAVE could address the implications of the University’s transition to a completely on-line institution and teach-out through June 1, 2017, in a measured and orderly fashion, during which time Michael Blackwell and the other Veteran Students would be able to continue their educations without disruption.

COUNT I- DECLARATORY JUDGMENT AND INJUNCTIVE RELIEF

54. The University repeats and realleges, as if fully set forth herein, the allegations in Paragraphs 1-52 of the Petition.
55. Iowa Rule of Civil Procedure 1.1502 authorizes the granting of temporary injunctive relief where, *inter alia*, the plaintiff demonstrates an entitlement to relief “which includes restraining the commission or continuance of some act which would greatly or irreparably injure the plaintiff,” as well as “[i]n any case specially authorized by statute.”

56. In addition, the Iowa Administrative Procedure Act (“IAPA”) permits “a person or party who is aggrieved or adversely affected by agency action” to seek judicial review of final agency action. See Iowa Code § 17A.19. This Court can review such actions based on any of the grounds in Iowa Code § 17A.19(10), including without limitation the following:

- *(c)* Agency action based upon an “erroneous interpretation of a provision of law whose interpretation has not clearly been vested by a provision of law in the discretion of the agency.”

- *(d)* Agency action based upon “a procedure or decision-making process prohibited by law” or “taken without following the prescribed procedure or decision-making process.”

- *(h)* Agency action “other than a rule that is inconsistent with the agency’s prior practice or precedents, unless the agency has justified that inconsistency by stating credible reasons sufficient to indicate a fair and rational basis for the inconsistency.”

- *(k)* Agency action “[n]ot required by law and its negative impact on the private rights affected is so grossly disproportionate to the benefits accruing to the public interest from that action that it must necessarily be deemed to lack any foundation in rational agency policy.”

- *(n)* Agency action that has is “[o]therwise unreasonable, arbitrary, capricious, or an abuse of discretion.”

The announced June 30, 2016 withdrawal of approval for the University’s programs is flawed in many independent respects.

57. **First**, the June 30, 2016 withdrawal of approval would not follow, and would be inconsistent with, applicable regulations governing approvals. See 38 C.F.R. §§ 21.4258, 21.4259. Withdrawal of an approval can occur only if IDOE determines that the University
failed to comply with a legal requirement of the program. See 38 C.F.R. § 21.4259. And federal law establishes that an SAA “shall apply” the requirements of 38 C.F.R. § 21.4259 in “administering benefits payable” under veterans educational programs. See 38 C.F.R. § 21.5250; see also 38 C.F.R. § 21.7220 (same); 38 C.F.R. § 21.7720 (same). IDOE has never suggested that the University has failed in any way to comply with its legal obligations, nor has it contended that its attempt to withdraw the approval is consistent with the requirements of 38 C.F.R. § 21.4259.

58. Second, IDOE’s interpretation of 38 U.S.C. § 3672 and 38 C.F.R. § 21.4250 and 21.4266 as mandating the planned withdrawal of approval is erroneous. IDOE has jurisdiction over institutions “located” in Iowa (38 U.S.C. § 3672(a)), and no regulatory standard prevents IDOE from retaining jurisdiction over the University under the facts presented here. Indeed, CSAAVE has taken the position that, until all of the University’s operations are moved from Iowa to California, they cannot be approved by CSAAVE. There can be no dispute that the University’s current operations for regulatory purposes are in Iowa.

59. Third, the determination that the University would not maintain a teaching location in Iowa after June 30, 2016, is just factually wrong. The teach-out approved by the IDOE will continue in Iowa through June 1, 2017. Furthermore, the University plans to maintain the consolidated oversight and support of the Veteran Students’ programs, as well as numerous operational functions related to the support of Veteran Students, in Iowa. In addition, after that teach-out is completed, the University will provide only online educational programs, which will be available to students across the country. It will not be providing residential instruction at any physical campus in any state, including California. Thus, under applicable regulations, the
University will continue to operate in Iowa, and IDOE will retain jurisdiction to approve the University’s programs for purposes of GI Bill funding.

60. Finally, the decision to withdraw approval for the University’s programs was otherwise arbitrary, capricious and unreasonable, and the relevant facts require that the approval previously granted by IDOE to the University’s current programs be maintained.

61. A prompt declaration of the rights of the parties and an injunction is needed. The ability of the University to operate its programs, and of Michael Blackwell and other Veteran Students to continue their educations and maintain their MHA benefits as applicable, will be disrupted unless this Court declares that the prior approval of the University’s programs cannot be withdrawn effective June 30, 2016, and that IDOE has the authority to approve the University’s programs while the University maintains operations in Iowa, certainly at least through June 1, 2017. A stay or temporary injunction through June 1, 2017, would allow for a measured and orderly discussion among the University and the regulators, during which time Michael Blackwell and the other Veteran Students would be able to continue their educations without disruption.

**PRAYER FOR RELIEF**

WHEREFORE, Plaintiffs respectfully requests that this Court enter judgment in its favor granting relief against IDOE as follows:

1. Imposing a temporary restraining order and preliminary and permanent injunctions barring IDOE from withdrawing the prior GI Bill approval of the University on June 30, 2016, or any time thereafter on the basis set forth in the communications dated May 10, 2016 and May 23, 2016;
2. Declaring that IDOE’s withdrawal of approval of the University’s previously approved programs would be invalid and that IDOE has the authority to approve the University’s programs while it maintains operations in Iowa, at least through June 1, 2017;

and

3. Awarding Plaintiffs such other and further relief as the Court deems just and proper.

Dated: June 14, 2016

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IN THE IOWA DISTRICT COURT
FOR POLK COUNTY

ASHFORD UNIVERSITY, LLC, and,
MICHAEL BLACKWELL,

Plaintiffs,

v.

IOWA DEPARTMENT OF
EDUCATION and the IOWA STATE
APPROVING AUTHORITY,

Defendants.

Case No. _______________

PLAINTIFFS’ MEMORANDUM OF
OF AUTHORITIES IN SUPPORT
OF ITS MOTION FOR ORDER
STAYING AND/OR TEMPORARILY
ENJOINING AGENCY ACTION

EXPEDITED RELIEF REQUESTED

Plaintiffs Ashford University, LLC (“University”) and Michael Blackwell respectfully submit this brief in support of their Motion for Order Staying and/or Temporarily Enjoining Agency Action.

INTRODUCTION

Plaintiffs seek a stay or temporary injunction of a decision of the Iowa Department of Education and Iowa State Approving Authority (together, “IDOE”), that if permitted to go into effect on June 30, 2016, would improperly and erroneously cut off GI Bill education benefits to approximately 6,250 military service members, military veterans and other eligible individuals (“Veteran Students”) who are currently enrolled in the University’s academic programs. As explained below, such relief is necessary to avoid irreparable harm to the University and its students, including Mr. Blackwell. In addition, maintaining the status quo through June 1, 2017, would adversely impact nobody and would permit sufficient time for the regulatory process applicable to the University’s operations to be completed in an orderly fashion, based on a complete and accurate factual record.
The challenged decision would withdraw IDOE’s March 8, 2016 approval of the University as a GI Bill eligible institution for purposes of providing educational programs to Veteran Students, effective June 30, 2016. That March 8, 2016 approval was consistent with past practice—for 10 years, IDOE has approved the University as an institution whose students are eligible to apply for and to receive federal veterans benefits. During that time, IDOE has never found any deficiency in the University’s programs or its compliance with federal or Iowa law. That continues to be true today—IDOE’s withdrawal decision is not based on any determination that the University is out of compliance with any legal requirement. Instead, in May 2016, IDOE incorrectly determined, based on a mistaken understanding of the facts, that it has lost authority to approve the University’s programs. IDOE’s decision was based on its belief that the University is leaving Iowa and will no longer be operating in the state after June 30, 2016, which is just not correct. On that faulty basis, IDOE issued a letter withdrawing approval of the University’s programs effective June 30, 2016.

Simply put, the intended withdrawal of approval is legally incorrect and rests on a clearly erroneous factual predicate. It is legally incorrect, because the controlling federal regulation allows the withdrawal of an existing approval only if there are “deficiencies” in the institution’s programs. There are no such “deficiencies” at the University, and IDOE has never found or indicated otherwise. There is, accordingly, no legally sufficient basis for IDOE to withdraw the University’s approval. The factual errors underpinning IDOE’s decision are equally apparent. As part of a “teach-out” plan, the University will continue to offer classes at its Clinton, Iowa location through at least June 1, 2017. IDOE has long been aware of that fact, because it approved the University’s “teach-out” closure plan and because the University has consistently communicated that fact to IDOE. Indeed, on March 8, 2016, IDOE approved the University’s
programs, with full knowledge of Ashford’s teach-out plan; the planned withdrawal of approval effective June 30, 2016, announced only two months after the March 8, 2016 approval, thus was in flat contradiction of that approval. In addition, the University plans to maintain its approved Iowa physical presence for the approximately 150 employees who call Iowa home and to continue to provide its students support from Iowa. Based on those incontestable facts, IDOE has clear authority under federal law to approve the University’s programs, at least until the teach-out plan is completed on June 1, 2017.

The planned withdrawal of approval would also be extremely harmful. Unless this Court intervenes, the withdrawal will cause significant and irreparable damage to the University’s students, including Michael Blackwell, and to the University’s business. It will create substantial doubt about whether the 6,250 military veterans and their eligible family members (“Veteran Students”), including plaintiff Michael Blackwell, who are currently enrolled at the University will be able to use GI Bill funds to pay for their educations; it may in fact prevent those Veteran Students from using federal dollars to complete their University coursework; it may disrupt Veteran Students’ enrollment, educational advancement and ability to graduate; it may disrupt Veteran Students from receiving their Monthly Housing Allowance, which is often critical for such students to pay for living expenses such as housing, food, and other fundamental services; it will require Iowa employees to either uproot their lives and move to California (potentially within a matter of weeks) or find new employment locally (also potentially within a matter of weeks); and it may force students who are happy with the University’s programs to leave for competitor institutions, which in turn could extend the time before they can complete their programs, in order to make sure that they do not get stuck with an educational bill and living
expenses that the federal government has promised to pay and that they could not afford to pay
on their own, even in the short-term.

To prevent these unwarranted, unnecessary and irreparable harms, Plaintiffs’ motion
seeks limited and narrow emergency relief. It asks this Court to preserve the status quo and to
prevent IDOE from withdrawing the University’s current approval. Granting this motion would
protect the University’s students from harms that no one seeks and that these Veteran Students
should not have to face. It would protect the University—as well as its affected Iowa
employees—from harms caused by IDOE’s abrupt and unwarranted reversal. And, granting this
motion would not adversely impact IDOE—or anyone else—in any way.

**FACTUAL BACKGROUND**

The University provides undergraduate and graduate-level educational services to tens of
thousands of students nationally (and, in some cases, overseas). Ex. A, at ¶¶ (Decl. of V.
Schray). The University is a regionally accredited university offering degree programs,
primarily online, across many industries and fields, including business, education, health and
liberal arts. *Id.* ¶ 2. While a majority of the University’s students are enrolled in online courses,
the University maintains facilities in Clinton, Iowa, including a facility where classes are taught,
and San Diego, California, where many of the University’s administrative functions are housed,
but where no classes are taught. *Id.* ¶ 3. The University’s operations in Iowa employ 150
individuals who provide consolidated oversight and support for the University’s programs,
including those who support the Veteran Students. *Id.* ¶ 3.

Plaintiff Michael Blackwell is a veteran of the United States Navy and a resident of
Montgomery, Alabama. Ex. B, at ¶¶ 1,3 (Decl. of M. Blackwell). He is currently enrolled at
Ashford University, where he serves as the first elected Vice President of the University’s
Student Veterans Organization. *Id.* ¶¶ 4,7. He is pursuing a degree in information security
management, and carries a GPA of 3.58. *Id.* ¶¶ 6, 12. He expects to graduate in October 2018. *Id.* ¶ 12.

Mr. Blackwell relies on benefits earned by virtue of his service under the Post-9/11 GI Bill to pay for a substantial portion of his University education. *Id.* ¶¶ 8-9. He chose Ashford because its online model provides him with the flexibility that he needs to pursue his education while working and raising a family, because he feels a greater level of engagement in online coursework, and because of the University’s excellent administrative team. *Id.* ¶ 4.

Mr. Blackwell currently works in construction, but he plans to transition to a career in information security management after graduation to improve his earning potential. *Id.* ¶ 12. If his access to GI Bill benefits were disrupted, he would not be able to pay for the coursework that he is counting on to improve his career and financial future. *Id.* ¶ 12.

**The University’s Education Services to Military Veterans**

The University is popular with veterans. Approximately 6,250 of its students receive GI Bill educational benefits. Ex. A, at ¶¶ 4, 6 (Decl. of V. Schray). Substantially all of those students finance their educations at the University using GI Bill funding, just as Mr. Blackwell does. Students can apply for those veterans benefits if they attend an educational institution that has obtained the necessary approval from the state “where such educational institution is located.” 38 U.S.C. § 3672(a); Ex. A, at ¶ 8 (Decl. of V. Schray). While the federal Veterans Administration (“VA”) is ultimately responsible for disbursing student benefits, it is the so-called “state approving agency” that decides whether a particular institution may be approved. See 38 C.F.R. § 21.4151(b); Ex. A, at ¶ 8 (Decl. of V. Schray). The Governor has designated the IDOE, via its designated SAA, the ISAA, as the state approving agency for veteran student...
benefits under the GI Bill. See https://www.educateiowa.gov/adult-career-and-community-
college/veterans-military-education#Approved_Progams; Ex. A, at ¶ 9 (Decl. of V. Schray).

The University has a long history of serving veterans in Iowa and throughout the country. The University participates in the GI Bill’s Yellow Ribbon Education Enhancement Program, has signed and operates under the Department of Defense Memorandum of Understanding, and has affirmed its commitment to the 8 Keys to Veterans Success. Id. ¶ 6. The University has also received recognition reflecting both its popularity with and value for Veteran Students. For instance, in 2014, Military Times published a report listing the University in the top 3 most popular colleges among troops using tuition assistance, right behind the University System of Maryland (http://www.militarytimes.com/story/military/benefits/education/2014/08/28/top-50-
ta-schools-by-service/14736989/); and in 2015, Military Times named the University as a “Best for Vets” college (http://www.ashford.edu/community/news/military-times-list-of-best-colleges.htm). Id. ¶ 6 and Appendix (“App.”) Exs. A and B.

Since 2006, the University has been approved by IDOE to provide programs to Veteran Students with GI Bill benefits. Id. ¶ 9. The University and the IDOE have enjoyed a good working relationship during that time. Id. ¶ 11. IDOE has not reported any substantive issues with the University during this time, and the University has never been denied approval by IDOE as a GI Bill eligible institution. Id. ¶ 10.

The University is now in the process of “teaching out” its ground location in Clinton, Iowa, and transitioning to an educational model of offering coursework, solely online, to students in every state in the country. The teach-out involves keeping its Clinton, Iowa location functioning and offering classes through at least June 1, 2017, so as not to interrupt the educations of its local Iowa students. After the University completes its teach-out plan, the
University will continue to maintain an approved physical presence in Iowa through its Iowa Online Center, which will continue to provide a variety of financial and other student education services to the University’s online students. Over the years, the University has assembled a highly qualified team in Iowa with excellent experience and ability to assist with its programs for Veteran Students. Indeed, since 2006, all of the University’s certifying officials for Veteran Students have been located in Clinton, Iowa.

**IDOE Approves University Programs Following Closure Announcement**

The University announced on July 9, 2015, that it would close its Clinton, Iowa academic campus after the 2015-2016 academic year. *Id. ¶ 12.* Prior to this announcement, the University coordinated closely with IDOE to ensure the seamless continuation of the University’s existing programs in Iowa and to plan for the University’s continued presence in Iowa to assist Veteran Students and to perform certain other functions with respect to its many academic programs. Following the announcement, the University has continued to collaborate with IDOE on this transition; that collaborative process continues to this day. *Id. ¶¶ 12-13.*

To help facilitate the transition, the University announced the implementation of a teach-out plan for students who attend classes in Clinton and developed plans to keep support functions and activities in Clinton to assist students through at least June 1, 2017. *Id. ¶¶15, 19(a).* The University determined that keeping its Clinton location open through at least June 1, 2017, would allow its current Iowa students to complete their degrees during this time period. *Id. ¶ 19.* This teach-out plan was submitted to various Iowa institutions for approval, including the IDOE, and was approved in December 2015. *Id. ¶ 15,19.*

Approval for the programs in the University’s 2015-2016 catalog was given in July 2015, and approval for the programs in the University’s 2015-2016 catalog supplement was given in early 2016. *Id. ¶ 19.* Via these approved catalogs, the University’s programs were approved for
20-week terms. *Id.* ¶ 13. This approval was issued approximately three months after IDOE approved the University’s teach-out plan, and thus with full knowledge of the University’s timeline for closing its local Clinton educational programs. Thus, the University proceeded to offer courses to Veteran Students who are entitled to GI Bill benefits.

**The IDOE Withdraws Approval for University Programs**

In early 2016, as in years past, IDOE approved the University’s participation in federal VA programs without incident. *Id.* ¶ 16. This was not surprising, given that IDOE informed the University in August 2015 that it had recently completed a U.S. Department of Veterans Affairs directed Compliance Survey of the University, had found no discrepancies in the University’s records, and that the records were in good order and up to date for reporting purposes. *Id.* ¶ 15.

In May 2016, however, IDOE reversed course. On May 2, 2016, IDOE advised the University that after an “interagency review and evaluation,” it had concluded that Iowa would no longer have authority to provide approvals to the University. *Id.* ¶ 17. IDOE then stated that the agency would withdraw approval of the University’s benefits eligibility status, effective June 30, 2016. *Id.*, Appendix Ex. G (T. Beasley Ltr. to V. Schray, May 2, 2016). This decision was based on clear and unambiguous factual mistakes, as the letter incorrectly stated that the University would “no longer have a physical campus in Iowa” and that its suspension of approval coincided with the conclusion of teach-out plan. *Id.*

On May 5, 2016, IDOE advised the University that, although IDOE would be withdrawing its approval of the University’s eligibility for federal veterans’ educational benefits effective June 30, 2016, its withdrawal would “not impact veterans or military students currently admitted to Ashford University and in receipt of VA education assistance benefits.” App. Ex. H (T. Beasley Email to B. Spruce, May 5, 2016) (emphasis added). IDOE’s legal counsel was
copied on this transmission, as were senior members of the VA’s central office in Washington, DC. IDOE thus confirmed that withdrawal of the University’s eligibility would prevent newly admitted students from seeking veterans educational benefits, but would “not impact” students, such as Mr. Blackwell, who are “currently admitted” to the University and receiving veterans benefits. App. Ex. K, at 1 (V. Schray Ltr. to N. Proesch, May 23, 2016). This was confirmed by the University in subsequent conversations. Ex. A, at ¶ 18 (Decl. of V. Schray).

On May 10, 2016, the University responded to IDOE by letter, attempting to explain to IDOE that its position reflected a factual misunderstanding. App. Ex. I. The University’s letter reminded IDOE that, under the terms of the University’s state-approved “teach out” plan—which had been prepared in close collaboration with Iowa during 2015, see id. at 1–2—the University in fact would not be closing down its Clinton, Iowa campus on June 30, 2016. Rather, under the terms of the plan, the University will no longer enroll new students at the Clinton campus starting July 1, 2016, but a Clinton, Iowa location would stay in operation for local Iowa students through June 1, 2017, so that currently enrolled students would be able to graduate on schedule (or to make an orderly transition to other academic programs). Ex. A, at ¶ 19 (Decl. of V. Schray); App. Ex. I, at 1–2 (V. Schray Ltr. to T. Beasley, May 10, 2016). The letter thus explained that, contrary to IDOE’s statements, after June 30, 2016, the University will continue to have its only residential location in Iowa, will continue to provide instruction to students in Iowa, and will have a significant brick-and-mortar presence in Iowa.¹ App. Ex. I at 1–2 (V. Schray Ltr. to T. Beasley, May 10, 2016).

Unfortunately, despite the University’s attempts to make clear the actual facts concerning its operations in Iowa, IDOE informed the University on May 19, 2016, that its position

¹ The online service center is located at a different physical address in Clinton, Iowa than the brick-and-mortar college, but Ashford will nonetheless continue to operate in Clinton. Ex. A, at ¶¶ 15, 19 (Decl. of V. Schray)
regarding the planned withdrawal of approval of programs for GI benefits effective June 30, 2016, had not changed. App. Ex. J (May 19, 2016 letter). IDOE stated that only the SAA for the state where the educational institution’s main campus is located may approve the course for GI Bill purposes, citing 38 U.S.C. § 3672 and 38 C.F.R. § 21.4250 and 21.4266. Id. Because of its mistaken belief that the University was leaving Iowa, IDOE mistakenly believed these provisions deprived it of any existing or further approval authority.

On May 23, 2016, the University continued its dialogue with IDOE, reiterating in writing its concern about the impact that the planned withdrawal of approval (and thus loss of GI Bill benefits) would have on its students. App. Ex. K (May 23, 2016 letter). The next day, IDOE confirmed the finality of its decision to withdraw the University’s approval and reversed its May 5, 2016 position regarding funding for currently enrolled students. App. Ex. L (May 24, 2016 letter). IDOE stated in correspondence to the University that it was not reconsidering its decision and, effective June 30, 2016, it would be withdrawing its approval of the University’s academic programs. Id. Unfortunately, this correspondence from IDOE was not consistent with the position it took on May 5, 2016. IDOE’s May 24, 2016 letter referenced an email from the VA and stated:

As per Bill Spruce’s [of the VA] email sent today, the “VA will pay until the completion of any “term” (enrollment period) for terms that begin June 30th or before. The VA will pay for no terms (enrollment periods) that begin July 1st or after, regardless of when the person first entered their program. Again, as of June 30th, Ashford [University] has no approval and the VA will have no legal authority to make further payments for any period of enrollment that begins after June 30th.”


Thus, IDOE’s new position was that benefits would not be paid for any student term that begins July 1, 2016, or after, regardless of when the student first entered the program. Id. This was contrary to its May 5, 2016 communication, and, even more importantly, would directly impact Veteran Students currently enrolled at the University. This new position, if not prevented from

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taking effect, would be particularly onerous for and damaging to students who are nearing graduation, but who will no longer be eligible for benefits if their final term starts after June 30, 2016. Ex. A, at ¶¶ 32-33 (Decl. of V. Schray).

The last University term that is scheduled to begin prior to June 30, 2016, starts on June 27, 2016, and lasts for 20 weeks pursuant to the catalogs previously approved by IDOE. Ex. A, at ¶ 23 (Decl. of V. Schray). According to the IDOE’s final correspondence, that term is the last for which University students would be able to receive GI Bill benefits, absent further action.

The VA has also communicated with Veteran Students and with the University about the consequences for Veteran Students of the planned withdrawal of approval by IDOE. Unfortunately, the VA’s communications have raised still further cause for concern about whether, absent court intervention, Veteran Students can be protected from a disruption of their educations. On June 3, 2016, Veteran Students were informed by the VA that IDOE intends to withdraw program approval on June 30, 2016. The VA further informed Veteran Students that they would “be able to finish any term beginning before June 30, 2016,” but would not “receive GI Bill benefits for terms that begin after that date” App. Ex. P, (June 3, 2016 email) (emphasis added). This was consistent with IDOE’s May 24, 2016 letter, but was inconsistent with the IDOE’s May 5, 2016 letter, to the University.

This notice to Veteran Students—issued a mere 27 days before the purported cut-off date—alarmed many students, including those who were only a few classes away from graduating from the University. Ex. A, at ¶¶ 28-32 (Decl. of V. Schray). One week later, on June 10, 2016, the University sat down with IDOE and the VA in an effort to resolve this matter in such a way that its Veteran Students could continue to use their GI Bill benefits without interruption, as contemplated in IDOE’s May 5, 2016 email. Ex. A, at ¶ 28 (Decl. of V. Schray).
When the University questioned the regulators concerning this shift, they simply ignored, unfortunately, the approvals previously given by IDOE to the University for courses given in 20-week terms, stating that GI Bill benefits for Veteran Students would now be limited to classes that started by June 30, 2016. Ex. A, at ¶ 28 (Decl. of V. Schray). Because each term consists of four consecutive 5-week classes, this change would have the effect of substantially accelerating the irreparable harm to Veteran Students and the University.

Immediately following that June 10, 2016 meeting, the VA sent an email to Veteran Students informing them of this latest regulatory change in interpretation of the implications of IDOE’s plan to withdraw approval on June 30, 2016. Veteran Students were now told that, as of June 30, 2016, they would be “able to finish any class you have started before that date and we will continue to process those benefits on your behalf. However, you will not be able to start any classes after July 1st and use your GI Bill benefits.” App. Ex. Q (June 10, 2016 email) (emphasis added). This latest email to Veteran Students—issued a mere 21 days before the purported cut-off date—had the unfortunate impact of causing a great deal of confusion and further alarmed students. Ex. A, at ¶ 32 (Decl. of V. Schray).

These inconsistencies and abrupt reversals of course are having a very immediate and detrimental effect on Veteran Students. For example, the use of “classes” as opposed to “term” changes the number of classes for which Veteran Students can be certified prior to 30, 2016. Specifically, under this latest approach, a Veteran Students can only be certified for one class prior to June 30, 2016. Had the VA used the word “term” as was used in their June 3, 2016 communication and as “term” was approved by IDOE, Veterans Students in undergraduate programs would be able to be certified for four classes prior to IDOE’s planned withdrawal of
approval on June 30, 2016, and those in graduate programs would have been able to be certified for three classes prior thereto.

On June 11, 2016, the University sent an email to its Veteran Students in an effort to address the recent, conflicting communications from IDOE and the VA. Ex. A, at ¶31 (Decl. of V. Schray); App. Ex. R (Email to Students dated June 11, 2016). In that email, the University did its best to explain the current situation and to respond to the many questions its Veteran Students might have regarding how IDOE’s planned withdrawal of approval could impact them. The University assured Veteran Students that it was doing and will continue to do everything it can to resolve the issues raised by IDOE’s planned withdrawal of approval effective June 30, 2016, including but not limited to working with IDOE, CSAAVE and the VA, applying to CSAAVE for approval, and even helping the Veteran Students locate alternative educational institutions, if that is what is necessary for them to keep their educations on track and to protect their GI Bill benefits. Id.

The University has continued to work diligently to prevent any interruption of veterans’ educational programs, including by seeking an expedited approval in California, consistent with IDOE’s recommendation. Ex. A, at ¶42 (Decl. of V. Schray); App. Ex. M (V. Schray Ltr. to L. Johnson, May 25, 2016). But, given the extensive process that the California approval agency must follow, it appears highly unlikely that a California approval will issue prior to June 30. The California State Approving Authority for Veterans Education (“CSAAVE”) has told the University that it will only review and approve University operations that are conducted in California. Ex. A, at ¶¶ 26-27 (Decl. of V. Schray). That is, CSAAVE’s position is that all of the University’s certifying officials and staff must be located in California, or they will not be approved by CSAAVE, irrespective of the applicable regulations that provide for approval under
these circumstances. Ex. A, at ¶ 26-27 (Decl. of V. Schray). Currently, however, all of the
University’s veterans program certification functions—and all of the employees who run them
on behalf of Veteran Students—are located in Iowa. Ex. A, at ¶¶ 5, 19(c) (Decl. of V. Schray).
It therefore appears that CSAAVE approval will not be available unless many Iowa residents and
their families relocate to California, along with the physical infrastructure that supports the
University’s veterans’ certification functions. Ex. A, at ¶ 26(c) (Decl. of V. Schray). To the
extent that these valued and high-performing employees would choose to relinquish their
positions rather than move more than halfway across the country, the University would need to
hire and to train new employees to perform veterans’ program certification functions in
California. Ex. A, at ¶ 26 (Decl. of V. Schray). Such a significant restructuring could not occur
by June 30, 2016. Ex. A, at ¶ 26(c) (Decl. of V. Schray).

In addition, while CSAAVE has indicated that it is willing to work with the University to
achieve approval quickly, CSAAVE has also advised that its approval review process usually
lasts for up to 90 days, and may run longer. Ex. A, at ¶ 26(c) (Decl. of V. Schray). There is
accordingly a substantial likelihood that unless the Court acts, the University will lose its
approval solely because of the administrative difficulties caused by IDOE’s abrupt decision.
Further, Mr. Blackwell and other University students have now been told by the Veterans
Administration that if no approval is in place, “you will be able to finish any term beginning
before June 30, 2016 but you will not able to receive GI Bill benefits for terms that begin after
that date.” Ex. P (C. Coy Email to University students, June 3, 2016). “Term” is defined by
regulation as “any regularly established division of the ordinary school year under which the
school operates.” 38 C.F.R. § 21.4200(b)(2). The University operates under a 20-week period
of enrollment consisting of four consecutive courses. This is the University’s term as approved

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by its accrediting agency and as expressed in the University’s catalog. Ex. A, ¶ 23 (Decl. of V. Shlay). This catalog was approved by the IDOE on March 8, 2016. App. Ex. F (IDOE catalog approval). Nonetheless, as noted, the VA’s current position (as distinct from IDOE’s prior guidance) is that the VA will cover only part of a term that begins prior to June 30, 2016—i.e., “a class . . . started before that date.” App. Ex. Q (June 10, 2016 email) (emphasis added). This re-interpretation has the direct effect of shortening the time CSAAVE will have to consider the University’s application before the effects of IDOE’s action take hold and cut off GI Bill benefits to Veteran Students enrolled at the University.

The University and Mr. Blackwell have filed this suit, in which they are seeking, inter alia, preliminary relief, to ensure that 6,250 Veteran Students like Mr. Blackwell will be able to continue accessing GI Bill benefits to finance their educations, and to prevent irreparable harm to Mr. Blackwell and to the University.

ARGUMENT

The Iowa Administrative Procedure Act authorizes Iowa courts to issue a stay of an agency’s action. See Iowa Code § 17A.19(5)(c). In considering whether to grant a stay, Iowa courts consider the same four factors as are relevant to a temporary injunction request, see Iowa R. Civ. P. 1.1502(1), which are: (1) the extent to which the petitioner “will suffer irreparable injury if relief is not granted”; (2) the extent to which the Court’s grant of relief to the petitioner “will substantially harm other parties to the proceedings”; (3) the extent to which “the public interest relied on by the agency is sufficient to justify the agency’s action in the circumstances;” and (4) the extent to which the petitioner “is likely to prevail[.]” See Iowa Code § 17A.19(5)(c). These factors, “largely derived from factors developed under federal law for the issuance of a stay of agency action,” Grinnell College v. Osborn, 751 N.W.2d 396, 401 (Iowa 2008), all weigh
in favor of staying and/or temporarily enjoining IDOE from withdrawing its prior GI Bill approval of the University on June 30, 2016.

I. PLAINTIFFS WILL SUFFER IRREPARABLE HARM.

Failing to issue a stay or temporary injunction will cause irreparable injury in two ways. Either injury is sufficient to warrant the grant of preliminary relief.

First, IDOE’s decision will cause irreparable harm to the educational pursuits of the University’s students, including Mr. Blackwell.

Interruption of a student’s education by cutting off access to financial assistance constitutes irreparable injury. See Doe v. Selective Serv. Sys., 557 F. Supp. 937, 939–41 (D. Minn. 1983) (finding denial of financial aid causes irreparable harm where plaintiffs would be unable to complete educations), rev’d on other grounds sub nom. Selective Serv. Sys. v. Minn. Pub. Interest Research Grp., 468 U.S. 841 (1984). IDOE’s decision threatens to effectively deny 6,250 Veteran Students, including Mr. Blackwell, access to GI Bill benefits upon which they are dependent for financing their education, thereby obstructing those students’ ability to complete their education at the University. See Ex. A, at ¶¶ 4, 32-33 (Decl. of V. Schray). Students whose education is interrupted in such a manner are unlikely to finish their education and/or are knocked off their timeline for graduation, upsetting their schedules and post-graduate planning, their ability to obtain jobs or internships, and their ability to obtain certain certifications (like in teaching or nursing). See Ex. A, at ¶¶ 32-33 (Decl. of V. Schray). Even if a Veteran Student persists but has his/her graduation is delayed, such a student’s ability to apply for and to obtain jobs and promotions will still be adversely impacted. Veteran Students who are inclined to transfer to other approved institutions could be adversely impacted, because the June 30, 2016 cut-off date will not give them enough time to make sure they can continue their educations.
without interruption or delay. And further, even Veteran Students who opt to transfer may not be able to transfer all of the credits they have earned at the University to another institution. If not, the transfer will extend their time to graduation and, potentially, increase the costs individually paid by the transfer students and by taxpayers under the GI bill.

Moreover, under federal law, a veteran has only 15 years in which to claim educational benefits after completing military service. See 38 U.S.C. § 3321(a). Absent an injunction, therefore, University students who are nearing the end of that 15-year window could suffer a permanent loss of veterans benefits.

Furthermore, online Veteran Students at the University currently receive a Monthly Housing Allowance ("MHA") from the VA where applicable. See http://www.benefits.va.gov/GIBILI/resources/benefits_resources/rates/ch33/ch33rates080115.asp#HOUSING. Recognizing that Veteran Students often are older than nonveteran students, and that many accordingly have families or have responsibilities to care for parents or other older relatives, the Post-9/11 GI Bill allows these students to focus on their education full time, decreasing the timeline to their next career and increasing their likelihood of graduating on time, even while addressing the short-term necessities facing Veteran Students and their families through the MHA. IDOE's unfortunate and precipitous action would jeopardize these critical objectives for University students, even though IDOE has not suggested that any affected Veteran Student, or the University, has failed to meet its commitments in any way.

Mr. Blackwell is a case in point. He enjoys his education at the University, is maintaining a high GPA while working and raising a family, and is counting on the skills he is developing in his information security management coursework to improve his job prospects for the future and the MHA funds that he receives to help cover current living expenses. See Ex. B,
at ¶ 4-7 (Decl. of M. Blackwell). He has planned his future around his current 2018 graduation date, but he needs GI Bill benefits to remain available without disruption in order to meet that date. See Ex. B, at ¶¶ 8-12 (Decl. of M. Blackwell). Simply put, he cannot pay for his University coursework without GI Bill benefits. So if his benefits stop, his educational progress will stop too, along with the supplemental allowances he receives. That disruption would have real consequences for both his current life and future employment prospects. See Ex. B, at ¶ 12 (Decl. of M. Blackwell).

There is no remedy at law for these injuries: Even in the unlikely event that the University’s students could pursue a damages claim against IDOE, no monetary award could ever fully compensate the students for the harm caused by an interruption of their educational programs. These injuries would be irreparable. See Grinnell College v. Osborn, 751 N.W.2d at 402.

Second, the IDOE’s decision threatens irreparable harm to the University by creating an incentive for the University students who are eligible for veterans benefits to either switch to another institution or refrain from enrolling until any doubt about the University’s approval status has been addressed. See Ex. A, at ¶ 34 (Decl. of V. Schray). Indeed, the Veterans Administration (“VA”) has advised Mr. Blackwell and other University students that, because of IDOE’s decision, they may lose access to veterans’ benefits if they remain with the University and told them to “consider your alternatives” and “search for other programs to attend.” Ex. P (C. Coy Email to University students, June 3, 2016). The threat that these students “would be permanently lost” to the University constitutes an injury that “would be irreparable in the absence of an injunction.” Presto-X-Co. v. Ewing, 442 N.W.2d 85, 89 (Iowa 1989); see also
Toomer v. Witsell, 334 U.S. 385, 392 (1948) (finding irreparable harm based on “substantial loss of business for which no compensation could be obtained”).

II. THE BALANCE OF EQUITIES STRONGLY FAVORS PLAINITIFFS.

A stay is necessary to protect the University, Mr. Blackwell, and other Veteran Students from the harm that would be caused by IDOE’s decision to withdraw the University’s approval in a manner that will make it difficult, or perhaps impossible, for any other jurisdiction to issue a timely approval, prior to June 30, 2016. Mr. Blackwell and other Veteran Students have done nothing to deserve that harm. Further, the University itself is not to blame—IDOE has not identified any problem at the University at all, let alone one that would justify the rapid termination of the University’s approval.

On the other hand, a stay would not cause even the slightest harm to IDOE. IDOE gave its approval to the University in March 2016, and that approval is provided annually. IDOE, in other words, will not have to conduct any additional review or evaluation of the University’s eligibility. It just completed that review and found no problems. Nor would the stay prevent the University and appropriate regulators from working to address for the future the question of which jurisdiction should act as the approving authority for the University. In fact, if anything, the grant of a stay will relieve the time pressure that has resulted from IDOE’s abrupt withdrawal decision. With a stay in place, the California state approving agency—the California State Authority for Veterans Education (“CSAAVE”)—will be able to consider the University’s application in an orderly fashion, without having to worry about causing a lapse in veterans benefits for any of the Veteran Students. Nor would a stay cause any harm to federal interests. The Veteran Students, including Mr. Blackwell, manifestly have earned their benefits and are entitled to use them. The only question is whether they will be able to use those benefits to

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continue their education, uninterrupted, at the University. The balance of equities strongly favors protecting Veteran Students from such a disruption.

III. THE PUBLIC INTEREST FAVORS THE GRANT OF A STAY.

There is a clear public interest in ensuring that Veteran Students can continue their University education without interruption. The University has received recognition reflecting both its popularity with veterans and its value for veterans seeking an education: Military Times published a report in 2014 listing Bridgepoint Education, including the University, in the top 3 most popular colleges among troops using tuition assistance, right behind the University System of Maryland, see Ex. A, at ¶6 (Decl. of V. Schray) (http://www.militarytimes.com/story/military/benefits/education/2014/08/28/top-50-ta-schools-by-service/14736989/); and in 2015, Military Times named the University as a “Best for Vets” college, see Ex. A, at ¶6 (Decl. of V. Schray) (http://www.ashford.edu/community/news/military-times-list-of-best-colleges.htm). There is an unquestionable public interest to be served by permitting the University to continue to provide Veteran Students with uninterrupted educational opportunities of widely recognized excellence.

Moreover, the public interest weighs against imposing upon University employees who work on veteran certification functions the abrupt shock of being forced to relocate or to lose their jobs if the University is required to obtain California approval in short order. See General Motors Corp. v. Harry Brown’s, LLC, 563 F.3d 312, 321 (8th Cir. 2009) (finding public interest in preserving jobs); Connors v. Shannopin Min. Co., 675 F. Supp. 986, 990-91 (W.D. Pa. 1987) (same). These employees have worked diligently and well on behalf of Veteran Students—their lives should not be thrown into upheaval by arbitrary and incorrect regulatory decisions. See Ex. A, at ¶¶ 26-27 (Decl. of V. Schray).
Finally, the nature of the controversy should inform the Court’s understanding of the public interest. The University believes that it would be most appropriately subject to approval in Iowa going forward, just as it has been over the past 10 years. But based on IDOE’s recommendation that the University seek approval in California, and out of concern for its students’ continued education and without conceding that IDOE lack authority to provide an approval under these circumstances, the University notified CSAAVE on May 25, 2016, that it had begun the process of completing the CSAAVE application. This application was formally submitted just six days later, on May 31, 2016. Nonetheless, given CSAAVE’s position that it will not issue an approval unless all University employees engaged in veterans education functions have been relocated to California and that it will only review the University’s California operations, and in light of the extensive process the CSAAVE must follow to complete its approval process, it is highly unlikely that the CSAAVE will be able to issue an approval to the University before June 30, 2016. Mr. Blackwell and other Veteran Students therefore face a sudden cut-off of GI Bill benefits, and the University stands to suffer resulting financial losses.

The public interest surely favors maintaining the full range of educational benefits, including housing allowances, that Mr. Blackwell and other Veteran Students have earned, and their option to choose the University’s popular and flexible online programs, while California prepares an approval to replace the approval that Iowa abruptly has withdrawn or the University, IDOE, CSAAVE, and other interested parties work out a resolution. A stay should issue to preserve, without undue disruption, the commitment to veteran education and military families that is reflected in the G.I. Bill. See Fishgold v. Sullivan Drydock & Repair Corp., 328 U.S. 275, 285 (1946) (stating that the law “is to be liberally construed for the benefit of those who left
private life to serve their country in its hour of great need”); *IDEA Int’l, Inc. v. United States*, 74 Fed. Cl. 129, 143 (2006) (“The interests of the military families bear repeating as part of the public interest.”).

**IV. PLAINTIFFS ARE LIKELY TO SUCCEED ON THE MERITS.**

Finally, a stay is warranted because Plaintiffs are likely to succeed on their claim that IDOE’s withdrawal notice is legally deficient and cannot take effect on June 30, 2016.²

IDOE’s withdrawal letter violates the Iowa Administrative Procedure Act (IAPA) in a number of respects. See Iowa Code § 17A.19(10); Compl. ¶¶ 53-60. As an initial matter, the withdrawal letter is deficient, because it does not cite the regulation governing withdrawals of approval, 38 C.F.R. §21.4259, and does not adhere to the standards set out in that regulation. IDOE’s letter appears to rest on the premise that, if a state loses authority to issue new approvals to an educational institution, it must immediately withdraw any prior approvals that were previously issued. See App. Ex. J (May 19 letter from N. Proesch to V. Schray). But that is not what is stated in the federal regulation, which IDOE must follow in administering various veterans’ educational benefits programs, see 38 C.F.R. §§ 21.5250, 21.7220, 21.7720. The regulation permits the withdrawal of an approval in only one circumstance: If “the requirements for approval are not being met” by the institution and, further “the deficiency cannot be corrected within a period of 60 days.” 38 C.F.R. §21.4259; see also 41 Fed. Reg. 30638, 30639 (July 26, 1976) (explaining that the purpose of this provision is to address a “school’s deficiencies,” and that “a deficiency is by definition noncompliance with the law.”).

² Further, because the balance of hardships strongly favors Plaintiffs, it is not ultimately necessary for Plaintiffs to establish a high likelihood of success. Rather, it is well established that “where the likelihood of success is not high but the balance of hardships favors the applicant,” injunctive relief may be appropriately awarded. *Grinnell College*, 751 N.W.2d at 402 (citations and quotations omitted).
IDOE has not suggested that there is any “deficiency” in anything that the University has done. Nor has it in any way suggested that its withdrawal notice rests on a failing by the University. IDOE accordingly does not have any ground, under established law, to withdraw the University’s approval. Whether Iowa should issue a new approval when the current approval expires is a different question, and one that can be addressed in due course, in a manner that protects student interests. But the contention that Iowa lacks authority to issue a new approval, even if established, would not establish any proper basis for withdrawing the existing approval.

The withdrawal letter issued by IDOE also suffers from a separate and independent flaw—it rests on a statement of fact that is plainly incorrect, and indeed is inconsistent with IDOE’s approval of the University’s teach-out plan. IDOE’s withdrawal letter asserts that “Ashford University will no longer have a physical campus in Iowa” as of June 30, 2016. See App. Ex. G (May 2 Ltr. from T. Beasley to V. Shray). That is demonstrably incorrect. As the University has previously reminded IDOE, the University’s state-approved “teach out” plan states that the University will no longer enroll new students at the Clinton campus starting July 1, but that the Clinton, Iowa location will stay open until the currently enrolled students are able to graduate and finish their education – which will not occur until at least June 1, 2017. Ex. A, at ¶ 15, 19 (Decl. of V. Schray); Ex. I, at 1–2 (V. Schray Ltr. to T. Beasley, May 10, 2016). IDOE has also contended that the University’s main campus is located in another state. See App. Ex. J, (May 19 Ltr. from N. Proesch to Vickie Shray). But until the teach-out is complete, the University will continue to have its only residential campus in Iowa and will continue to provide instruction to students in Iowa. These facts, which are not subject to meaningful dispute, establish that IDOE’s withdrawal notice is arbitrary and capricious and otherwise violates the IAPA.
CONCLUSION

For the foregoing reasons, this Court should grant Plaintiffs' Motion for Order Staying and/or Temporarily Enjoining Agency Action. If the University is granted the injunctive relief against IDOE regulatory action that is sought in this action, there will be no probable monetary liability by the University to IDOE. All that would happen is that Veteran Students would continue to receive the GI Bill benefits to which they are entitled so that they can continue their educations.

Dated: June 14, 2016

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ASH2203
EXHIBIT A
(Declaration of Vickie Schray)
EXHIBIT B
(Declaration of Michael Blackwell)
2015-2016
Academic Catalog

Effective from July 1, 2015 to June 30, 2016
For the most up-to-date Catalog information, please reference
the Online Catalog located at www.ashford.edu/catalog.

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

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

ASH2206
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Mission Statement of the University
The mission of Ashford University is to provide accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities.

Statement of Purpose
- To foster a vigorous, diverse learning environment shaped by contemporary awareness, intellectual inquiry, and a shared search for truth in which students gain knowledge and build skills and values useful in their personal and career development.
- To cultivate student-centered learning at all levels, supported by technological resources and led by qualified faculty and staff who are guided by contemporary scholarship and professional practice.
- To promote the development of foundational values relevant to leadership in the 21st century: self-worth, creativity, interdependence, service, integrity, and effectiveness.
- To foster intellectual and personal growth, sensitivity to diversity and human dignity, effective and responsible leadership, environmental responsibility, and lifelong learning.
- To offer online and Clinton campus-based degree programs with foundational perspective, breadth and professional relevance for undergraduate and graduate students.
- To place priority upon institutional effectiveness, excellent value, affordability, responsive student services, accountable administrative processes, continuous assessment of student learning, and curriculum improvement to assure quality in a rapidly changing culture and demonstrate innovative leadership in higher education.
- To maintain operational, financial, and strategic strength to ensure the future of the University.

History
The University, originally named Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis in Clinton, Iowa, as a junior college for women. In 1950, the College was accredited by the North Central Association of Colleges and Schools (now the
INTRODUCTION

Higher Learning Commission [HLC]) and has since maintained its regional accreditation. Its interest in adult learners began in 1962 when an evening program was introduced to serve the needs of students with career and family responsibilities. In 1967, the College became coeducational. Baccalaureate degree programs began in 1979 and graduate degrees in 2003, coinciding with the name change to The Franciscan University. In 2005, the University was acquired by Bridgepoint Education, Inc. and renamed Ashford University.

Also in 2005, HLC extended Ashford’s accreditation to offer adult degree-completion programs. Following a Comprehensive Visit in 2006, the University’s accreditation with HLC was reaffirmed for ten years. By 2009, three new Master’s programs were added to the University’s offerings. Today, the University has grown to the extent that students can choose from numerous programs at the undergraduate level and graduate level.

With the growth of the online student population, the University’s leadership decided to move its headquarters from Clinton, Iowa to San Diego, California and to apply for accreditation with the Western Association of Colleges and Schools (WASC). On December 6, 2013, the University received final approval from the U.S. Department of Education for the migration of its accreditation to the WASC Senior College and University Commission (WSCUC).

Accreditation

Ashford University is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001, www.wascac.org. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA).

International Assembly for Collegiate Business Education

Ashford University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Arts in Business Administration
- Bachelor of Arts in Business Economics
- Bachelor of Arts in Business Information Systems
- Bachelor of Arts in Entrepreneurship
- Bachelor of Arts in Human Resources Management
- Bachelor of Arts in International Business
- Bachelor of Arts in Operations Management and Analysis
- Bachelor of Arts in Organizational Management
- Bachelor of Arts in Professional Accounting
- Bachelor of Arts in Public Administration
- Bachelor of Arts in Public Relations and Marketing
- Bachelor of Arts in Sports and Recreation Management
- Associate of Arts in Business

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting the Ashford University website at https://assessment.ashford.edu or by contacting the University Director of Assessment and Academic Quality at 400 North Bluff Blvd., Clinton, Iowa 52732, via email at assessment@ashford.edu or via phone at (866) 475-0317.

A copy of the documentation describing the University’s accreditation will be made available to any enrolled or prospective student upon request. Please contact the Provost, Dr. Lorraine Williams. Dr. Williams can be contacted at (800) 798-0584.

Memberships

- Alpha Sigma Lambda
- American Association for Adult and Continuing Education (AAACE)
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Council on Education (ACE)
- American Society for Training & Development (ASTD)
- Association for General and Liberal Studies (AGLS)
- Association of American Colleges and Universities
• Association of College and University Housing Officers International (ACUHO-I)
• Association of Governing Boards
• Association of International Educators
• Association for Institutional Research (AIR)
• Association on Higher Education and Disability (AHEAD)
• Association of Student Conduct Administrators (ASCA)
• California Association on Post Secondary Education and Disability (CAPED)
• Central Association of College and University Business Officers (CACUBO)
• Clinton Area Chamber of Commerce
• Clinton Regional Development Corporation
• The College Board
• Commission for Accelerated Programs (CAP)
• Commission on Sport Management Accreditation (COSMA)
• The Council for Adult and Experiential Learning (CAEL)
• Council for Higher Education Accreditation (CHEA)
• Council of College and Military Educators (CCMB)
• Eduventures
• Golden Key International Honour Society
• Illinois Association for College Admission Counseling
• International Association of University Presidents
• Iowa Association for College Admission Counseling
• Iowa Association of Colleges for Teacher Education
• Iowa Network of Women in Higher Education (IWHE)
• Iowa State Education Association
• League for Innovation in the Community College
• Marine Corps Academic Explorer (MCAeX)
• NAfSA: Association of International Educators
• National ACademic ADvising Association (NACADA)
• National Association of Colleges and Employers (NACE)

• National Association of Intercollegiate Athletics (NAIA)
• National Association of State Directors of Teacher Education and Certification (NASDTEC)
• National Association of Student Financial Aid Administrators (NASFAA)
• National Center for Higher Education Management Systems (NCHEMS)
• National Institute for Staff & Organizational Development (NISOD)
• National University Telecommunications Network
• The Observatory on Borderless Higher Education
• President's Alliance for Excellence in Student Learning and Accountability
• Quality Matters Consortium
• Servicemembers Opportunity College Degree Network School (SOC-DNS)
• The Sloan Consortium, Inc.
• Society for Applied Learning Technology (SALT)
• Society for College and University Planning (SCUP)
• Society for Human Resource Management (National and San Diego)
• Student Affairs Administrators in Higher Ed (formerly National Association of Student Personnel Administrators [NASPA])
• Upper Midwest Association of International Educators

Ownership
Ashford University, LLC is a wholly owned subsidiary of

Bridgepoint Education, Inc.
13500 Evening Creek Dr. North, Suite 600
San Diego, CA 92128

Bankruptcy Notice
Ashford University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.).
Governance
The Board of Trustees is responsible for the governance of Ashford University. The strategic priorities of the Board include mission, organizational structure, financial and academic integrity, operational responsibility, and planning. Trustees meet regularly to ensure accountability of the University to its students and constituencies. The Board of Trustees appoints the University President to provide overall leadership and to administer the day-to-day operations of Ashford University.

Student Consumer Information
Prospective and current students can locate important information about Ashford University on the Student Consumer Information page on the University website at www.ashford.edu/about/consumer-information.htm. This page includes links to helpful information/disclosures, and is designed to provide open, pertinent information for both prospective and current students. The presentation of this information complies with the Higher Education Opportunity Act of 2008, that reauthorized the Higher Education Act of 1965, as amended (HEA), which requires colleges and universities to publicly disclose various aspects of their policies and procedures. As a prospective student, you are encouraged to review this Catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Right to Change Requirements
The Ashford University Academic Catalog presents the policies and procedures for all undergraduate and graduate programs offered by the University. The University reserves the right to make alterations to this Catalog and the policies and procedures therein as deemed necessary by the University. Changes may also be necessitated by federal, state, or local law, other regulatory requirements, accreditation, or licensure. Changes may include but are not limited to curriculum, academic policies, administrative policies, procedures, and costs. Notice is not required for a new policy to take effect; however, Ashford University will make reasonable attempts to notify students promptly of any policy changes through communication methods deemed appropriate by the University administration. In the event that the University plans to change a program such that it will impact a student's graduation requirements, information will be posted at www.ashford.edu/about/consumer-information.htm. Please refer to the Plans to Improve an Academic Program policy in the General Academic Information and Policies section of this Catalog for more information on program revisions.

State Regulatory Information
For a complete listing of the states in which Ashford University is licensed, registered, authorized, certified, or exempt, and states where such licensure is not required at this time, please visit www.ashford.edu/statedisclosure.htm. The University will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will promptly seek to obtain such approvals. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state licensing authority and cannot be offered to students residing in that state.

A copy of the documentation describing the institution’s licensure, registration, authorization or certification will be made available to any enrolled or prospective student upon request. Please contact Bridgepoint Education, Inc.'s Director of State Compliance for documentation by visiting www.ashford.edu/statedisclosure.htm and clicking on the appropriate link.

The following disclosures are required by various state regulatory authorities:

Alaska: Ashford University’s programs are exempt from authorization under AS 14.48 and 20 AAC Chapter 17 because the programs are online or offered at the Iowa campus and the University does not have a physical presence in the state.

Arkansas: Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code § 6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

California: This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the Institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Iowa: Ashford University is registered to operate as a postsecondary educational institutional institution in Iowa by the Iowa College Student Aid Commission,
located at 430 East Grand Ave., Fl 3, Des Moines, IA 50309-1920. The telephone number is (877) 272-4456.

**Indiana:** This institution is authorized under IC 21-18.5-6-5 by:

The Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204-1984
(317) 464-4400 Ext. 138
(317) 464-4400 Ext. 141

**Kansas:** Kansas Board of Regents (approved)
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
(785) 296-3421

**Kentucky:** Kentucky Council on Postsecondary Education (licensed)
1024 Capital Center Drive, Ste. 320
Frankfort, KY 40601
(502) 573-1555

**Minnesota:** Ashford University is registered as a private institution with the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

**Tennessee:** Ashford University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

**Tennessee Residents:** Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, 404 James Robertson Parkway Ste. 1900, Nashville, TN 37243-0830, (615) 741-3605.

**Washington:** Ashford University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Ashford University to advertise, recruit and offer field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

**Wisconsin Residents:** In the event student complaints are not satisfactorily resolved with the school, students can contact the State of Wisconsin Educational Approval Board at (608) 266 1996.

**Student Complaint State Contact Information**

Students are encouraged to use the University procedures outlined in the *Student Rights and Responsibilities* section of this *Catalog* to file an informal complaint or formal grievance. Any student may contact his or her specific state agency directly to register a complaint. For information on registering a complaint in a particular state, go to [www.ashford.edu/statedisclosure.htm](http://www.ashford.edu/statedisclosure.htm).

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau’s internet web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)).

**Commitment to Diversity**

Ashford University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from diverse backgrounds.

**Statement on Scholarship**

Scholarship at the University refers to the in-depth investigation and shared search for knowledge and truth embodied in the University mission statement. Faculty and students learn to identify relationships and to make connections, both within their own academic areas of study as well as across disciplinary lines with other programs. They have the opportunity to work collaboratively on scholarly projects within an atmosphere of the highest academic integrity and to share knowledge gained with the University community and beyond.

Examples of scholarship at the University include the following:

- Scholarly research in more specialized areas that is used to enhance regular course offerings or is presented to the campus and local communities in open forums, seminars, and other venues;
- Published works such as papers, articles, essays, editorials, book reviews, books, short stories, poetry, plays, or music;
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- Performances in the fine arts, both on and off campus such as concerts, recitals, plays, art exhibits, and computer graphics designs; and
- Presentations made at professional conferences, seminars, meetings, or conventions.

In addition to joining in scholarly research, faculty and students also share certain responsibilities toward scholarship. These responsibilities include the following:

- Establishing and cultivating a broad general knowledge base across academic programs and acquiring knowledge in one's own discipline;
- Accepting responsibility for one's own learning and seeking opportunities for scholarly dialogue; and
- Making the commitment to pursue learning throughout one's entire life and to assist others in the pursuit of knowledge.

Above all, the faculty continually strives to convey a sense of excitement to their students in the shared search for knowledge and truth.

Ownership and Use of Student Work
Students own the copyright in works created in or as part of an Ashford University course. Students grant to Ashford University and its administration, faculty and staff, a license and/or permission to use their work for research and educational purposes which includes, but is not limited to, institutional and academic research projects, program review, and assignment exemplars.

No personally identifiable information will be included per Institutional Review Board standards for the protection of human rights. In addition, such information will be kept confidential in accordance with FERPA regulations. The University will adhere to all laws, ethics, and criteria for ensuring and protecting rights to privacy and identity.

Ashford University monitors student work for plagiarism, including the use of anti-plagiarism applications, tools, and services. Ashford University maintains the right to submit student work or require a student to submit his or her work to a plagiarism application, tool, or service at any time.

In regard to student employees, this policy is upheld for all works created within their roles as students. Works created within their roles as employees are outside the scope of this policy and therefore, held to employee regulations.

Academic and Professional Standards
Central to the University's mission is a commitment to high-quality learning opportunities and degree programs that are accessible, affordable, and innovative. Seeking to serve diverse needs, the University embraces the liberal arts as a perspective for learning in its undergraduate programs and offers graduate studies within a framework of professional competence. Through this learning environment, available in classroom and online modalities, the institution encourages and engages students in the pursuit of intellectual growth, social responsibility, and lives characterized by service and personal integrity.

Institutional Outcomes
To achieve organizational effectiveness, Ashford University is committed to developing and improving student learning through continuous assessment of course objectives, faculty contributions, learning environments, student performance, and program outcomes.

Graduates of Ashford University will be able to:

- Demonstrate the ability to read and think critically and creatively;
- Demonstrate the ability to communicate effectively in speech and in writing;
- Demonstrate the ability to communicate effectively through the use of technology;
- Demonstrate an understanding of the various forms of diversity;
- Demonstrate an understanding of the interdependence among living beings, the environment and humanly-created systems;
- Demonstrate competence in their major fields of study;
- Demonstrate an understanding of service directed at meeting the needs of others;
- Demonstrate the ability to draw information from different fields of study to make informed decisions; and
- Develop skills and abilities that provide for lifelong learning.

University's Self-Evaluation Process
The extent to which the University is actively pursuing the fulfillment of its mission is re-examined on an annual basis through its strategic planning process. The University strongly believes in the need to continually improve its programs and services through the following strategies:
• An ongoing cycle of systematic assessment, evaluation, and institutional research;
• Analysis and evidence-based planning;
• Creation of innovations and new initiatives to better meet student needs;
• Budgeting based on identified needs and opportunities for improvement; and
• Monitoring of initiatives to ensure that intended results are being achieved.

Continuous improvement efforts at Ashford rest on its strategic planning model. To enhance the University’s planning and analytical capacity and to enrich research and data analyses that inform these processes, the Offices of Strategic Planning & Management and Institutional Effectiveness are located within the same department. The department is led by the Senior Vice President of Strategic Planning and University Services, who serves on the President’s Cabinet and regularly interacts with the Ashford Board and institutional and faculty committees. This organizational placement will ensure that data use and planning permeate the institution and that evidence-based discussions regularly occur at the highest levels of Ashford leadership.

Staff within this department collaborates with Ashford University leadership, Board of Trustees, faculty and staff to ensure institutional strategic planning, data collection and analysis is student focused, systematic and cross functional. Progress on strategic planning objectives, supporting analytical assessment and resource allocation are regularly reviewed and measured; objectives will be revised as they are accomplished.

Ashford University Research
Ashford University is committed to providing students with innovative solutions to improve learning and their educational experiences. As such, Ashford University continually seeks and studies new approaches to instruction, curriculum and content presentation, assessment, and so forth. As an Ashford University student you may utilize an innovative learning tool, approach to learning, or other support. Your consent is implied when you enroll in a course, take advantage of a learning tool, and/or are exposed to a strategy to enhance your experiences here at Ashford University. Informed consent will be sought in particular situations that may pose a risk or require additional protections. In those cases, students will be made aware of the pros and cons of participation, their participation options, and other information to inform decision-making prior to requesting informed consent. Students may contact the Chair of the Ashford University Institutional Review Board at irb@ashford.edu with any questions about this statement.

Ashford University Graduate Culture Definition
Ashford University’s graduate programs provide robust, rigorous learning experiences for students to prepare future professionals and leaders in the global economy. At the graduate level, our programs focus on building capacity in our students to synthesize, evaluate, create, and apply knowledge in their field of specialized study, as well as in interdisciplinary studies. At the graduate level, faculty members act as facilitators of learning, where they support students through direct and inquiry-based approaches to promote student learning through research, scholarship and applied practice in the field. We foster a learning environment that supports student abilities to transfer skills and knowledge to real world situations, and to develop the professional skills necessary to be successful professionals, leaders, and citizens in society.

Ashford University Graduate Culture Characteristics
1. Graduate level faculty ensure students are challenged by rigorous academic curriculum and hold students to high expectations in their academic work.
2. Faculty and students reflect a highly developed framework of ethics; academically, personally, and professionally.
3. Faculty and students demonstrate a high level of research, analysis, synthesis, and evaluation of pertinent topics in their specialized discipline through discussion, reflection, collaboration, written work, and practical experience.
4. Faculty and students at the graduate level advance the body of scholarship in their field of study, as well as in work and professional environments in local, national, and/or international settings.
5. Faculty and students leverage technology in innovative ways for teaching and learning.
6. Faculty and students examine and evaluate the research or scholarship of the discipline to produce scholarly or creative work consistent with disciplinary standards.
7. Graduate faculty seek to prepare innovators and leaders who demonstrate 21st century skills and professional soft skills necessary
to be successful in the field, such as tenacity, perseverance, adaptability, communication, collaboration, and leadership.

8. Faculty and students are held to high expectations for excellence in written and oral communication with the ability to convey complex ideas clearly, consistently, and logically.

Reference

Assessment at Ashford University
As active learners at Ashford University, students share the responsibility for their learning. It is only through cooperative participation in the assessment process that Ashford can better understand itself and better serve its students. Each Ashford student is expected to participate in outcomes assessment. We believe in using assessment to provide students the feedback they need to monitor progress toward their goals.

We also use assessment as a vehicle for educational improvement and as a source of measuring the success of our students over the course of their academic career at Ashford. Assessment helps us identify where and how our programs are succeeding and where changes need to be made. We also believe in sharing publicly the aggregated results of student assessments in a transparent manner to inform all audiences about the quality of education at Ashford. Since assessment results are a direct reflection of institutional quality, it is important for everyone to take their participation in assessment activities seriously.

Assessment at Ashford takes place at the institutional, general education, program and course levels. At the institutional level, assessment is conducted primarily via surveys. General education, program and course-level assessment may include examples of student work, a paper, some test questions, a presentation, or other work that may be selected for assessment.

The information obtained from assessment activities is essential for improving the learning opportunities and environments provided by the University, and we consider assessment of student achievement, learning, and satisfaction fundamental for Ashford University to accomplish its mission and purposes.

Contact Information
For additional information pertaining to this Catalog, please contact Ashford University at (800) 798-0584 (toll-free) or write to 8620 Spectrum Center Blvd. San Diego, CA 92123. Obtain information by visiting the University website at www.ashford.edu.

Any questions a student may have regarding this Catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.