

SECTION TWO

STUDENT RIGHTS AND RESPONSIBILITIES

Freedom of Inquiry and Expression

Ashford University is committed to preserving the exercise of freedom of inquiry, freedom of thought, freedom of discussion and expression, and the right of petition and peaceful assembly. A student who exercises his or her rights as a private citizen, whether individually or collectively, must assume full responsibility for the consequences of such actions and must not identify his or her position or actions as representing the University.

Exercise of Rights of Citizenship

Clinton Campus students are both members of the academic community and citizens of the Clinton community. As members of the academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Students are also subject to obligations by virtue of this membership. As citizens of the Clinton community, students are subject to all local, state, and federal laws, the enforcement of which is the responsibility of duly constituted local, state, and federal authorities.

Institutional Authority and Local, State, and Federal Penalties

When students violate University regulations, they are subject to disciplinary action by the University, whether or not their conduct violates local, state, or federal laws. By committing an act of misconduct, a student or organization may be subject to disciplinary action by the University. Conduct regulations apply to misconduct only when the conduct adversely affects some distinct and clear interest of the University academic community. Students who act in concert to violate University regulations, or students who advise or incite to violate University regulations, are also responsible for such violations.

When students violate local, state, or federal law(s), they may incur penalties as determined by local, state, or federal authorities. Institutional actions shall not be used to duplicate functions of general laws, but when the alleged violation of the law also adversely affects the orderly operation of the University, the University may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. University action will be initiated only when the institution's interest as an academic community is clearly involved.

The Family Educational Rights and Privacy Act of 1974

The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations afford students certain rights with respect to their education

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records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the University and attends any portion of a course. FERPA protected rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit written requests that identify the record(s) they wish to inspect to the University Registrar or the Associate University Registrar-Campus Services. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the Registrar's Office will facilitate the student's access to the requested records.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Students may ask the University to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write to the Registrar, clearly identifying the part of the record they want changed, and specifying why it should be changed.
 - If the University decides not to amend the record as requested by the student, the University Registrar will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 - If, as a result of the hearing, Ashford University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the student will be afforded the opportunity to place with the education record a statement commenting on the contested information in the record and/or a statement setting forth any reason for disagreeing with the decision of the hearing. The statement placed in the education record by the student will be maintained with the contested part of the record for as long as the record is maintained. When the related record is disclosed to an authorized party, the record will include the statement filed by the student.
3. The right to provide written consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. A school official may include any of the following:
 - A person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff);
 - A person or company with whom the University has contracted (such as an attorney, auditor, or collection agent);
 - A person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution;
 - A person serving on the Board of Trustees; or
 - A student serving on an official committee, such as a disciplinary committee, or assisting another school official in performing his or her professional responsibilities.
 - Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
 - The University may disclose education records without consent in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions for the aid.
 - The University may disclose education records without consent to parents in the following circumstances:

- When a student is a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
- When the student has violated any federal, state, or local law, or any rule or policy of Ashford University, governing the use or possession of alcohol or a controlled substance if Ashford University determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under the age of 21 at the time of the disclosure to the parent; or
- The disclosure is in connection with a health or safety emergency.
- The University may disclose education records without consent when the information is deemed necessary to protect the health or safety of the student or other individuals in an emergency.
- The University may disclose education records without consent to comply with a judicial order or lawfully issued subpoena.
- Directory information can be published and/or disclosed to outside organizations without a student's prior written consent. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. If the student does not want Ashford University to disclose directory information from his or her education records without prior written consent, the student must notify the University Registrar in writing. A request for nondisclosure of directory information is valid unless or until the student requests a change in writing. Ashford University has designated the following information as directory information:
 - Student's name
 - Participation in officially recognized activities and sports
 - Address
 - Telephone listing
 - Weight and height of members of athletic teams
 - Electronic mail address
 - Photograph
 - Degrees, honors, and awards received
 - Date and place of birth
 - Major field of study
 - Dates of attendance
 - Grade level
 - The most recent educational agency or institution attended
 - Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
 - Class rosters within the classroom
- The University may disclose education records without consent to authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs.
 - Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- The University may disclose education records without consent to accrediting organizations to carry out their accrediting functions.
- The University may disclose education records without consent to organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- The outcome of a campus hearing is part of the education record of any student personally identified, and is protected from release under FERPA. However, Ashford University observes the following legal exceptions:
 - Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;

- The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a crime of violence* or non-forcible sex offense, is found in violation of the University's Student Community Standards. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;
- In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

**A crime of violence includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction.*

- The University may also disclose education records without consent under other exceptions authorized by FERPA.
4. The right to file a complaint with the US Department of Education concerning alleged failures by Ashford University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Personally Identifiable Information

The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations expanded the circumstances under which a student's education records and personally identifiable information contained in such records (including Social Security Number, grades, or other private information) may be accessed without prior consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to student records and personally identifiable information without prior consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any education program, which is defined as any program "that is principally engaged in the provision of education,"

such as early childhood education, elementary and secondary education, postsecondary education, special education, career and technical education, adult education, and job training, as well as any program that is administered by an education agency or institution. See 34 CFR § 99.3. Second, Federal and State Authorities may allow access to a student's education records and personally identifiable information without prior consent to researchers performing certain types of studies, even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive any personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without prior consent personally identifiable information from a student's education records, and they may track a student's participation in education and other programs by linking such personally identifiable information to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

The University maintains student records in compliance with FERPA and applicable state regulations. Students who would like more information on these policies may contact the Registrar's Office.

Assessing Student Success

Ashford University has developed and maintains systems and instruments to assess student learning outcomes. Data gathered via these instruments are used to track and monitor the progression of students. By tracking and monitoring student progression, evaluation of standards, practices, and resource decisions can be made. This data also provides the University with meaningful input that is used to review and improve institutional processes.

Electronic Communication

Email is considered an official form of University-related communication. It is recommended that students check their email daily in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. Students interested in opting out of email communication should review the following section, *Online Students Consent to the Electronic Delivery of Official University Communications and Records*. Failure to check for

messages and failure to receive messages due to full mailboxes, spam filtering, or auto-forwarded email are not acceptable excuses for missing official University communications.

Online students must additionally maintain and provide the University with an email address for correspondence with University administration and faculty, and students attending classes in the traditional, semester format are required to use their Ashford University-issued email address for official University communications.

Online Students Consent to the Electronic Delivery of Official University Communications and Records

The E-SIGN Act, 15 U.S.C. Section 7001 et seq., requires Ashford University to provide students with certain information about how electronic records are provided, and to obtain student consent to provide certain records in electronic form. In order to enroll, apply for, or receive information about financial aid, obtain or authorize release of information from student records, and conduct other business with Ashford University, online students must indicate consent to sign agreements electronically, and receive records from the University in electronic form. A student's consent to the electronic delivery of official University communications and records is collected in the online application.

Students may withdraw consent to electronic delivery, retention, and execution of records by sending a fax to (866) 512-7601 or a letter to the Office of the Registrar located at 8620 Spectrum Center Blvd, Suite 100, San Diego, CA, 92123, including the statement "I withdraw my consent to electronic delivery, retention, and execution of records." Any withdrawal of consent shall have prospective effect only, and shall not affect the legal effectiveness, validity or enforceability of consents, agreements, notices, disclosures, or other records provided or made available prior to the withdrawal of consent. If such consent is withdrawn, students may be administratively withdrawn from the University.

Monitoring of Email Communications: The University does not intend to monitor individual electronic mail as a routine matter, but may do so at any time as the University deems necessary for purposes of maintaining the integrity and effective operation of the student email system. No facility exists on this system for the sending or receiving of private communications. The University reserves the right to inspect and disclose the contents of email as follows: in the course of an investigation triggered by indications of misconduct or

misuse; as needed to protect the health and safety of students and staff; as needed to prevent interference with the academic mission; or as needed for technical troubleshooting or spam/content filtering.

Contact Information

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

Name Changes

If Ashford University becomes aware that a student's name recorded in the Ashford University system does not match the student's official name as reflected by the United States Social Security Administration, the Registrar's Office will change the name in all systems to reflect the student's legal name.

If the student has an official name change, he or she must complete the *Ashford University Name Change* form and provide copies of a Social Security card reflecting the new name, along with supplemental documentation, as outlined on the *Name Change* form, to the Office of the Registrar.

Nondiscrimination

Ashford University does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the University not to discriminate on the basis of gender/sex in its education programs and activities. Gender/sex harassment, including gender/sex violence, is a form of prohibited gender/sex discrimination. Examples of covered acts are found in the University's policies on *Sexual Misconduct*.

Sexual Misconduct Policy

Gender/Sexual Discrimination, Misconduct, Harassment or Violence – Title IX/SaVE Purpose

Ashford University is committed to maintaining an academic climate in which individuals of the university community have access to an opportunity to benefit

fully from the University's programs and activities. When students experience acts of sexual misconduct, their sense of safety and trust is violated. This can significantly interfere with their lives, including their educational goals. This policy has been developed to proactively create a campus environment in which incidents of sexual misconduct can be promptly and effectively responded to without further victimization, retaliation, and with possible remediation of its effects.

Dissemination of the Policy, Educational Programs, and Employee Training

This policy shall be disseminated through the *Ashford University Academic Catalog*, provided to the University community online through the University website, Student Portal, and other appropriate channels of communication.

New and current students will be provided with educational materials to promote familiarity with this policy. Newly hired employees and current employees responsible for reporting sexual misconduct will be provided with training. Furthermore, annual training will be provided to investigators and hearing officers.

The educational programs and employee training provide ongoing awareness and prevention campaigns that also identifies safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such bystander. Additionally, information is provided on risk reduction so that students, faculty/staff may recognize warning signs.

Sexual Misconduct/Harassment Policy

Sexual Harassment

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual's academic or work performance, or creates an intimidating, hostile, or offensive environment. Sexual violence is a form of sexual harassment prohibited by Title IX/SaVE.

Three Types of Sexual Harassment

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent or patently offensive so that it alters the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an

environment is "hostile" must be based on all of the circumstances. These circumstances could include:

- The frequency of the conduct;
- The nature and severity of the conduct;
- Whether the conduct was physically threatening;
- Whether the conduct was humiliating;
- The effect of the conduct on the alleged victim's mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct;
- Whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness; and
- Whether the speech or conduct deserves the protections under other principles such as academic freedom.

Hostile Environment sexual harassment may occur in student-to-student, faculty/staff to student or student to faculty/staff relationships or third party to student/faculty/staff.

2. Quid pro quo sexual harassment exists when there are:

- Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
- Submission to or rejection of such conduct results in adverse educational or employment action.

Quid Pro Quo sexual harassment may occur in student to student, faculty/staff to student or student to faculty/staff relationships.

3. Retaliation. The University will sanction a faculty, student, or staff member who takes adverse action against a person because of the person's participation in or support of an investigation of Sexual Misconduct/Harassment. Adverse action includes, but is not limited to, threats, harassment, intimidation (implied threats) or actual violence against the person or his or her property, adverse educational or employment consequences, ridicule, taunting, bullying, or ostracism.

Retaliation sexual harassment may occur in student to student, faculty/staff to student or student to faculty/staff relationships, or third party to student/faculty/staff.

Title IX/SaVE also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Definitions and Examples of Sexual Misconduct/Harassment

Sexual Misconduct/Harassment Offenses include, but are not limited to:

1. Sexual Violence
2. Sexual Assault
3. Domestic and/or Dating Violence
4. Stalking
5. Sexual Exploitation

The University reserves the right to determine the applicable definition based upon factors including but not limited to location of alleged offense, applicable laws or location of the University. Under University policy or Title IX or other federal law, conduct may constitute sexual misconduct/harassment even though that conduct does not meet a specific state or other definition of an offense.

Sexual Violence

Sexual violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion, domestic violence, dating violence, and/or stalking. Sexual violence can be carried out by University employees, other students, or third parties. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.

Consent

Consent means cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent.

Incapacitation

Incapacitation is the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one's responsibilities to obtain consent.

The factors to be considered when determining whether consent was given include whether the accused knew, or whether a reasonable person should have known, that the complainant was incapacitated.

Sexual Assault

Any person who knowingly inflicts sexual intrusion or sexual penetration on a victim commits sexual assault if:

- The person causes submission of the victim by means of sufficient consequence reasonably calculated to cause submission against the victim's will; or
- The person knows that the victim is incapable of appraising the nature of the victim's conduct; or
- The person knows that the victim submits erroneously, believing the person to be the victim's spouse; or
- At the time of the commission of the act, the victim is less than fifteen years of age and the person is at least four years older than the victim and is not the spouse of the victim; or
- At the time of the commission of the act, the victim is at least fifteen years of age but less than seventeen years of age and the person is at least ten years older than the victim and is not the spouse of the victim; or
- The victim is in custody of law or detained in a hospital or other institution and the person has supervisory or disciplinary authority over the victim and uses this position of authority to coerce the victim to submit, unless the act is incident to a lawful search; or
- The person, while purporting to offer a medical service, engages in treatment or examination of a victim for other than a bona fide medical purpose or in a manner substantially inconsistent with reasonable medical practices; or
- The victim is physically helpless and the person knows the victim is physically helpless and the victim has not consented.

Domestic Violence

Domestic violence means an act or threatened act of violence upon a victim with whom the person is or has been involved in an intimate relationship. "Intimate relationship" means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time. Domestic violence also includes any other crime against a

victim, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a victim with whom the person is or has been involved in an intimate relationship.

Dating Violence

The term “dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

Stalking

A person commits stalking if directly, or indirectly through another person, the person knowingly:

- Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship; or
- Makes a credible threat to another person and, in connection with the threat, repeatedly makes any form of communication with that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship, regardless of whether a conversation ensues; or
- Repeatedly follows, approaches, contacts, places under surveillance, or makes any form of communication with another person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship in a manner that would cause a reasonable person to suffer serious emotional distress and does cause that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship to suffer serious emotional distress. For purposes of this paragraph, a victim need not show that he or she received professional treatment or counseling to show that he or she suffered serious emotional distress.

Sexual Exploitation

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other Sexual Misconduct/Harassment offenses. Examples of sexual exploitation include, but are not limited to:

- Prostituting another student;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism; and
- Knowingly transmitting an STI or HIV to another student.

Confidentiality

Students or parents of minor students, reporting incidents of Sexual Misconduct/Harassment may ask that the students' names not be disclosed to the accused or that no investigation or disciplinary action be pursued to address the alleged Sexual Misconduct/Harassment. The University strongly supports a student's interest in confidentiality in cases involving Sexual Misconduct/Harassment. There are situations in which the University must override a student's request for confidentiality in order to meet its Title IX obligations; however, these instances will be limited and the information will only be shared with individuals who are responsible for handling the University's response to incidents of Sexual Misconduct/Harassment. Given the sensitive nature of reports of Sexual Misconduct/Harassment, the University will ensure that the information is maintained in a secure manner. The University is aware that disregarding requests for confidentiality can have a chilling effect and discourage other students from reporting Sexual Misconduct/Harassment. In the case of minors, state mandatory reporting laws may require disclosure, but will generally be followed without disclosing information to University personnel who are not responsible for handling the University's response to incidents of Sexual Misconduct/Harassment.

Even if a student does not specifically ask for confidentiality, to the extent possible, the University will only disclose information regarding alleged incidents of Sexual Misconduct/Harassment to individuals who are responsible for handling the University's response. To improve trust in the process for investigating Sexual Misconduct/Harassment complaints, the University will notify students of the

information that will be disclosed, to whom it will be disclosed, and why. Regardless of whether student complainant requests confidentiality, the University will take steps to protect the complainant as necessary, including taken interim measures before the final outcome of an investigation.

For Title IX purposes, if a student requests that his/her name not be revealed to the accused or asks that the University not investigate or seek action against the accused, the University will inform the student that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the accused. The University will also explain that Title IX includes protection against retaliation, and that University officials will not only take steps to prevent retaliation but also take strong, responsive action if it occurs. This includes retaliatory action taken by the University and University officials. When the University knows or reasonably should know of possible retaliation by other students or third parties, including threats, intimidation, coercion, or discrimination (including harassment), it will take immediate and appropriate steps to investigate or otherwise determine what occurred. The University will protect the complainant and insure his/her safety as necessary.

If the student still requests that his/her name not be disclosed to the accused, or that the University not investigate or seek action against the accused, the University will determine whether or not it can honor such a request while still providing a safe and non-discriminatory environment for all students, including the student who reported the Sexual Misconduct/Harassment. The Title IX Coordinator will evaluate confidentiality requests.

If the University determines that it can respect the student's request not to disclose his/her identity to the accused it will take all reasonable steps to respond to the complaint consistent with the request. Although a student's request to have his/her name withheld may limit the University's ability to respond fully to an individual allegation of Sexual Misconduct/Harassment, the University will investigate other means available to address the Sexual Misconduct/Harassment, without initiating formal action against the accused or revealing the identity of the student complainant. The University will also take immediate action as necessary to protect the student while keeping the identity of the student confidential.

Resources

Confidential Campus Student Resources

If a student desires that details of the incident be kept confidential, he or she should speak with support

resources maintained by the University. Campus students may contact WellConnect at (800) 326-6142 to speak with a counselor, or off-campus rape crisis resources, who will maintain confidentiality.

Online Student Resources

Online students should contact the Office of Student Access and Wellness Student Advocate HELpline at (866) 974-5700 ext. 24357 in order to access support services.

For additional resources, please refer to the *Counseling, Treatment, and Rehabilitation Programs* section in the *Student Support, Health, and Safety* section of this *Catalog*.

Retaliation

This policy also prohibits retaliation against a person who reports Sexual Misconduct/Harassment, assists someone with a report of Sexual Misconduct/Harassment, or participates in any manner in an investigation or resolution of a Sexual Misconduct/Harassment report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

Recordkeeping

The TitleIX/SAVE Coordinator, along with Legal & Compliance is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with University Record Retention Policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from Legal & Compliance.

Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)

Sexual Misconduct/Harassment is a threat to the entire University community. Members from the University community are strongly encouraged to report all incidents that threaten a student's continued well-being, safety, or security. Complaints from any member of the University community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty, staff, a student or students should be reported to:

**Title IX/SAVE Coordinator of Ashford University,
Poppy Fitch, Associate Vice President, Student
Affairs, Title IX/ADA Compliance Officer.**

Poppy Fitch can be contacted at:
Phone: (866) 974-5700, ext. 20702
Email: titleix@ashford.edu

Mailing Address:
8620 Spectrum Center Blvd, San Diego, CA 92123

The Title IX/SaVE Coordinator is responsible for the oversight, coordination and implementation of all Title IX compliance activities for the University. Title IX/SaVE Coordinator responsibilities include, but are not limited to, monitoring of the ongoing publication of the University's policy of Nondiscrimination including the Title IX/SaVE Coordinator's contact information, continuous monitoring and oversight of overall University activities for compliance with Title IX requirements including athletic equity, grievance procedures, investigations, sanctions and evaluating requests for confidentiality.

University personnel will inform students in writing of procedures that victims should follow, including:

- The importance of preservation of any evidence;
- Options regarding the assistance of local law enforcement, campus/site officials;
- The option to decline assistance, or decline notifying local law enforcement;
- Any interim protective measures that will be taken and their options for protective orders; and
- Resources including counseling, health, and mental health services.

Individuals with complaints of any nature described above always has the right to simultaneously file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

Other Complaints

All other complaints, including non-harassment, other forms of sex/gender based discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, gender identity, medical condition, service in the uniformed services, political activities and affiliations, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws, should follow the relevant procedure outlined in the *Dispute Resolution Procedure for Student Complaints* and/or contact:

Shandell Ruiz at (866) 475-0317, ext. 11322, Parrish Nicholls, ext. 11320, or any member of the Student Dispute Resolution Center at Dispute.Resolution@ashford.edu or (866) 974-5700, ext. 20091.

An individual may also file a complaint or grievance alleging discrimination, misconduct, harassment,

domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex in the procedure outlined in the *Dispute Resolution Procedure for Student Complaints*, if they prefer; however, these complaints will be routed to the Title IX/SaVE Coordinator.

The above complaint processes (Gender/Sex and Other Complaints) involve a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether the University nondiscrimination policies have been violated. As necessary, the University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim. The University has an obligation to report any crimes of which it has knowledge under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

Receipt of Complaint

Upon receiving notice of a possible violation of the *Sexual Misconduct/Harassment* policy, Ashford University will take immediate and appropriate steps to:

- End the behavior;
- Conduct a prompt, fair and impartial investigation;
- Remedy the effects, and
- Prevent it from reoccurring.

Referral to Office of Student Grievance Resolution

Upon receipt of a complaint, the Title IX/SaVE Coordinator will refer the complaint to the Office of Student Grievance Resolution (OSGR), and if necessary, to Employee Relations, for investigation.

The investigation will be completed and findings and sanctions issued within sixty (60) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.

In all complaints, the Title IX/SaVE Coordinator and, if necessary, Human Resources, will determine the need for initial, short term remedial actions.

In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or

activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts.

Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim protections may be considered a separate violation of this policy.

Office of Student Grievance Resolution Initial Investigation into Complaint

The Initial Investigation will be completed within ten (10) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.

- Upon receipt of a complaint from the Title IX/SaVE Coordinator, the Office of Student Grievance Resolution (OSGR), and if necessary, Human Resources staff, will mutually investigate the complaint.
- OSGR and, if necessary, Human Resources staff, will mutually determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a University proxy or representative.
- OSGR and, if necessary, Human Resources staff, will mutually collaborate with the complainant to identify the correct policies allegedly violated.
- OSGR and, if necessary, Human Resources staff, will mutually conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual, and what policy violations should be alleged as part of the complaint. If a reasonable cause exists, OSGR, and if necessary, Human Resources, will mutually prepare the initial investigation report and if applicable, a proposed Notice of Charges on the basis of the initial investigation and submit it to the Title IX/SaVE Coordinator for further action.
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator will review the findings and make a determination within three (3) calendar days of receipt of the initial investigation report and if applicable, the proposed Notice of Charges as to whether reasonable cause exists to bring charges against the accused individual. If reasonable cause exists, the matter shall proceed to a formal investigation.
- If the Title IX/SaVE Coordinator determines there is insufficient evidence to support

reasonable cause, the Title IX/SaVE Coordinator or designee or, if necessary, Human Resources, will simultaneously and in writing inform the complainant and the accused that the investigation is discontinued. The interim, short term actions taken will be reversed.

Notice of Charges and Continued Investigation of Complaint

- The decision whether to continue the Investigation will be made and communicated to the parties within fifteen (15) calendar days of the receipt of the complaint, barring documented unforeseen circumstances. The Title IX/SaVE Coordinator or his/her designee, will simultaneously communicate in writing to the parties the continuation of the investigation and intent to present the accused with a Notice of Charges.

If the Title IX/SaVE Coordinator determines there is sufficient evidence to support reasonable cause and approve the charges, the Title IX/SaVE Coordinator and, if necessary, Human Resources staff, will mutually determine the need for additional, short term remedial actions for any parties involved in the complaint.

In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts.

Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim protections may be considered a separate violation of this Policy.

The investigator(s) will conduct the investigation in a manner appropriate in light of the circumstances of the case, which will typically include interviews with the complainant, the respondent, and any witnesses. As part of the investigation, the University will provide an opportunity for the parties to present statements, witnesses, and other evidence. The interviews will be supplemented by the gathering of any physical, documentary, or other evidence, as appropriate and

available including but not limited to law enforcement investigation documents and student or employee personnel files. The investigation is deemed to be adequate, reliable, impartial, prompt, balanced and fair, and all individuals will be treated with appropriate sensitivity and respect throughout the investigation.

- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator.
- The investigator will make a finding and present the findings to the Title IX/SaVE Coordinator within forty-five (45) calendar days of the receipt of the complaint, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator will communicate the results, if applicable, to Human Resources staff.
- At any time during this process, the individual maintains the right to simultaneously file a formal complaint with the Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

Presentation of Investigation Findings to the Parties

- The Title IX/SaVE Coordinator or designee, or, if necessary, Human Resources staff, will simultaneously and in writing communicate the findings to the accused and the complainant within fifty (50) calendar days of the receipt of the complaint, barring documented unforeseen circumstances. This communication will inform the parties whether the preponderance of the evidence supports a finding against the accused for the alleged violation(s).
- The communicated findings will inform the parties as to 1) whether there is a finding of sexual harassment; 2) whether the interim measures will continue; 3) what actions will be taken, including any disciplinary procedures that will be initiated; and 4) whether any assistance will be provided to the victim.
- Where the accused is found not responsible for a violation, the Title IX/SaVE Coordinator and Human Resources staff where applicable, will consider the reversal of any remedial actions taken.

The accused or the complainant may appeal the findings in part or in whole; the Title IX/SaVE Coordinator or his/her designee will advise the parties of the criteria for appeal of the findings when communicating the findings.

Investigation Findings: Acceptance

- If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX/SaVE Coordinator within three (3) business days of communication of findings. If the complainant and/or accused individual do not indicate his/her acceptance or Appeal of the findings within three (3) business days of communication, non-communication will be considered acceptance and the University will proceed accordingly with the process four (4) business days following communication of the investigation findings.
- The Title IX SaVE/Coordinator will review all case information and determine appropriate sanctions within eight (8) business days following notification of all findings to the complainant and accused individual, barring documented unforeseen circumstances. If the accused is an employee, the Title IX/SaVE Coordinator in coordination with the Human Resources staff will determine appropriate sanctions.
- The Title IX/SaVE Coordinator, or Human Resources staff (if applicable) shall, within two (2) business days, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the sanction decision.
- Sanctions against student(s) determined by this process are subject to the Sanction Appeal Process by either the accused or complainant.

Investigation Findings Appeal

- If the complainant and/or the accused individual (s) disagree with the findings, in part or in totality, either the complainant or the accused may appeal the finding in part or in totality on the following bases:
 - The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
 - The accused and/or complainant

challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or,

- The accused and/or complainant alleges bias by the investigator, or the Title IX/SaVE Coordinator which deprived the process of impartiality in a way that was outcome determinative.
- The accused and/or complainant have five (5) business days, barring documented unforeseen circumstances from the date of communication of findings, to present the formal appeal, in writing, to the Provost of Ashford University, Dr. Lori Williams.

The Provost may be contacted as follows:

Email: lori.williams@ashford.edu

Mailing Address:

Dr. Lori Williams

Provost, Ashford University

8620 Spectrum Center Blvd. San Diego, CA 92123

Investigation Finding: Appeal Process

- Upon receipt of either party's appeal of the findings, the Provost will acknowledge receipt of the notice within three (3) business days.
- The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal.
- The Provost or her designee will review all cases presented for appeal within five (5) business days of the appeal, barring documented unforeseen circumstances, to determine if the presented grounds for appeal and supporting information will be accepted or rejected.
- If the appeal does not meet the stated grounds for appeal, the appeal will be rejected. The Provost, shall, within two (2) business days of the determination, barring documented unforeseen circumstances, simultaneously and in writing, inform the complainant and the accused the appeal decision.
- If the President determines there is sufficient evidence to support an appeal, the matter will return to the Office of Student Grievance Resolution for further investigation unless the appeal alleges bias of the investigator which deprived the process of impartiality in a way that was outcome determinative or an assertion that the evidence was insufficient to meet the preponderance of the evidence standard. In those cases, the appeal will remain with the

President or her designee for review and final decision.

- Whether the investigation goes to the Office of Student Grievance Resolution or remains with the President or her designee, the appeal investigation will be completed within fourteen (14) calendar days of submission to the Provost, barring documented unforeseen circumstances that may extend the appeal review.
- The Provost, and if applicable in coordination with Human Resources, will communicate the appeal findings simultaneously and in writing to the complainant and the accused.
- Additionally, the Provost will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.

Additional Information for

Sexual Misconduct/Harassment Investigations

- **Amnesty Policy.** Ashford University encourages the reporting of crimes by victims and/or witnesses. Sometimes, victims and/or witnesses are hesitant to report to University officials because they fear that by reporting an incident he/she may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims and/or witnesses as possible choose to report to University officials. To encourage reporting, Ashford University pursues a policy of offering victims and/or witnesses of crimes immunity from policy violations related to the incident, as long as those policy violations are not directly related to the crime itself. For example, if a student reported a rape in which he or she was involved as an accused individual, he or she would not be immune from policy violations.
- **Attempted Violations.** In most circumstances, Ashford University will treat attempts to commit Sexual Misconduct/Harassment as if those attempts had been completed.
- **False Reporting.** Ashford University will not tolerate intentional false reporting of incidents.
- **Group Actions.** When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group or individually, and may proceed against the group of jointly accused students, or individually, at the discretion of the University.

- **Right to Present Own Complaint or Use Proxy.**
The alleged victim has the right to present his or her own complaint if he or she wants to, or to ask the University to stand as complainant in his or her place.
- **Sexual History.** Questioning or presenting of evidence about the complainant's prior sexual conduct with anyone other than the accused will be prohibited. Evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of Sexual Misconduct/Harassment.
- **University as complainant.** As necessary, Ashford University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of Sexual Misconduct/Harassment.

Possible Sanctions and Protective Measures

Any student found responsible for violating the policy on *Sexual Misconduct/Harassment* may receive a sanction ranging from a verbal warning, probation, and suspension to expulsion/termination, depending on the severity of the incident, and taking into account any previous documented conduct issues. If the accused individual is an employee, sanctions will be determined by Title IX/SaVE Coordinator in consultation with Human Resources if applicable.

In order to protect the complainant, at any time during the investigation, the University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, transportation, dining, working or living arrangements or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts.

Efforts will be made to minimize the burden on the complainant. Failure to comply with these interim protections may be considered a separate violation of this policy.

Sanction Process

The Title IX/SaVE Coordinator will review all case information and determine appropriate sanctions within five (5) business days of notification of acceptance or determination on appeal barring documented unforeseen circumstances.

Sanction Appeal Process

Where either party, the accused or the complainant, disagrees with the sanction(s), either has five (5) business days from the date sanctions are communicated, barring documented unforeseen circumstances to present an appeal of the sanctions, in writing, to the Provost. The written request for appeal of the sanctions must state one or more of the five (5) basis for appeal (see the following), along with facts and information that support the grounds for appeal; and be accompanied by any relevant, new information or evidence that was not available during the investigation phase of the process. The Title IX/SaVE Coordinator will forward all case information to the Provost or designee who will make a determination as to whether there is sufficient evidence to support an appeal of sanctions on the basis of:

- The availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
- A potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative regarding the sanctions;
- The potential of bias by the Title IX/SaVE Coordinator which may have deprived the process of impartiality in a way that was outcome determinative.
- A belief that a sanction(s) is substantially disproportionate to the severity of the offense.

The sanction(s) appeal will be reviewed by the Provost within five (5) business days of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.

- If the appeal of the sanctions does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Provost or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator and if applicable Human Resources.
- The Title IX/SaVE Coordinator and if applicable Human Resources, will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal within seven (7) calendar days of the determination, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator will impose all sanctions on the accused student for the violation. Human Resources in consultation

with the Title IX/SaVE Coordinator will impose all sanctions on the accused employee. Once the sanctions are carried out, the case will be closed.

- If the Provost determines there are grounds for the sanction appeal, the Provost will review all information presented with the sanction appeal and make a final sanction determination within fourteen (14) calendar days of acceptance of the appeal of sanctions, barring documented circumstances that may extend the determination. The Provost will forward the determination to the Title IX/SaVE Coordinator.
- The Title IX/SaVE Coordinator and if applicable, Human Resources, will simultaneously and in writing inform the complainant and the accused of the appeal decision within seven (7) calendar days of the decision, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator or designee, and if applicable, Human Resources, will impose all sanctions for the violation. Once the sanctions are carried out, the case will be closed.

Nondisclosure Agreements. The University will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

Dispute Resolution Procedure for Student* Complaints

The Ashford University community benefits from informal processes and formal procedures that encourage prompt and equitable resolution of complaints and concerns that students may have about the implementation of policies and procedures that govern the institution.

Who May File A Complaint: The Student Dispute Resolution Center (Center) addresses complaints filed by an individual student, alumnus, former student, prospective applicant, or applicant. The terms "student" and "complainant" are used interchangeably.

Complaints initiated by attorneys on behalf of students will begin at Step III below.

No Reprisal: Students will not be subjected to reprisal or retaliation for using or participating in the Dispute Resolution Procedure.

Issues Eligible for Review: Issues eligible for review by the Center include, but are not limited to, implementation of policies and procedures that govern

the institution, issues concerning transcripts, transfer credit, technology, financial aid, online classroom issues, course scheduling, personal hardship matters, student accounts, military benefits matters, disability-related matters, and advising.

Issues Not Eligible for Review: Issues not eligible for review by the Center include grade appeal, challenge of course content, transfer credit appeal, appeal of satisfactory academic progress, appeal of dismissal, and appeal of Student Community Standards Committee findings.

The Dispute Resolution Procedure may only be used for these issues if the challenge relates to allegations of bias or discrimination. Otherwise, appeals of those matters should follow the procedures outlined elsewhere in this *Catalog*.

Allegations of sexual harassment, violence, or discrimination will be addressed according to the section entitled *Nondiscrimination or Sexual Misconduct/Harassment Policy* in this *Catalog*.

Dispute Resolution Procedure

Step I: Departmental Dispute Resolution

Students should address the complaint or concern at the departmental level with the individual involved in the complaint (e.g., Advisor, Collections Specialist, Faculty Support and Development Associate, Instructor, Manager, etc.). If satisfactory resolution is not reached after discussion with the individual or if it is impracticable to address the problem or complaint with the individual, the student should contact the individual's direct supervisor to attempt to resolve the complaint. If the student's concerns remain unresolved the student should proceed to filing a complaint with the Center.

How to File a Complaint

An individual student, alumnus, former student, prospective applicant, or applicant ("student" or "complainant") may file a complaint with the Center by completing the *Student Dispute Resolution Center Submission* form found at www.ashford.edu/student_services/sdrc-form.htm or located in the Student Portal. Students are encouraged to begin the Dispute Resolution Process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint.

Upon receipt of the *Student Dispute Resolution Center Submission* form, the Center will review the complaint to determine if it is eligible to be addressed through the Dispute Resolution Procedure and to ensure the required information is included so the complaint can be appropriately assigned. Complaints alleging

discrimination or bias may at any time proceed directly to Step III: Formal Grievance Resolution Process.

If the complaint is eligible for review by the Center and all required information has been submitted, the complaint will be assigned to a case handler within three (3) business days of receipt of the complaint.

If the complaint is not eligible for review by the Center (see above for "Issues Eligible for Review"), the complainant will be notified by the Center within three (3) business days of receipt of the complaint. The Center will attempt to direct the complainant to the appropriate resource(s) for addressing his or her concern(s).

If the required information has not been submitted with the complaint form, a representative from the Student Dispute Resolution Center will inform the complainant in writing of the missing information. The complainant will be provided a reasonable amount of time, based on the circumstances and outstanding required information, to submit the missing information for the complaint. If the complainant does not submit the additional required information, the complaint will not be processed. Once the required information has been submitted, the complaint will be assigned to a case handler within three (3) business days of receipt of the required information.

Step II: Informal Dispute Resolution Processes

There are two processes available for resolving the complaint at Step II: Facilitation and Mediation. Upon receipt of the complaint, the Center will recommend the process that may best address the concerns raised in the complaint.

Facilitation

The Center offers students an opportunity to swiftly and fairly resolve concerns by facilitating a mutually agreeable resolution or understanding of the concerns. A case handler will work with the complainant and the appropriate University Representative(s) to resolve the complaint.

The facilitation process will be completed within twenty-one (21) business days.**

If the outcome of the facilitation process does not resolve the complaint and mediation is not appropriate, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@ashford.edu to advise the Center that the complaint should proceed to Step III.

Mediation

Complainants also have the option to participate in confidential, interest-based facilitated negotiation to resolve the complaint. The Center offers students

an opportunity to have their concerns mediated. A mediator will work with the complainant and the University Representative to mediate the complaint.

The mediation process will be completed within twenty-four (24) business days.

If the complainant and the University have not resolved the complainant's concerns at the conclusion of the mediation process, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@ashford.edu to advise the Center that the complaint should proceed to Step III.

Step III: Formal Grievance Resolution Process

Investigation

During the investigation phase, the Student Grievance Resolution Administrator (Administrator) will contact the student and others, including all witnesses* identified by either complainant or respondent who are likely to have knowledge relevant to the allegation, to discuss the student's concerns. The student's participation in the process is essential, and the Administrator may speak with the student several times during the investigation stage. Students should be prepared to speak with the Administrator and to provide any additional information the Administrator might request. Failure to provide necessary information may delay or preclude a thorough investigation.

*The Administrator should document all efforts to contact relevant witness(es). If the Administrator is unable to contact a relevant witness, the attempts to contact the witness and the reasons such attempts were unsuccessful must be thoroughly documented by the investigator.

Evaluation and Response

Formal grievances are evaluated through a collaborative process that may involve the following representatives or their designee: the Campus or Executive Dean of the College in which the student is enrolled, University Provost, Vice President/Campus Director, Vice President of Student Services, Director of Student Affairs who have decision making authority in regards to formal grievances. Student Grievance Resolution Administrators will adequately, reliably, and impartially investigate the complaint and present a recommendation to those with decision-making authority.

For complaints alleging bias or discrimination, the Student Grievance Resolution Administrator will present a recommendation, along with all evidence submitted or identified by the complainant or respondent to the deliberating body. A deliberating body will be comprised of those with decision-making authority and will be available to review and complete

deliberations in a timely manner. Complaints alleging bias and discrimination must be concluded within fifteen (15) days following the completion of the investigation.

The Step III process will be completed within forty-five (45) business days following receipt of the complaint. If additional time is needed for the investigation, evaluation, or response, the student will be notified.

The response will be issued to the student via U.S. Mail or e-mail.

Per Step IV below, a student may appeal the University's response to the formal grievance. Unless a student articulates a permissible ground for appeal, the response to the formal grievance is final.

If for any reason there is a delay in any of the timelines referenced above, the reasons for the delay must be thoroughly documented.

Step IV: Presidential Appeal of Step III

Students may appeal the findings of the response at Step III only on the following grounds:

1. To consider new evidence that was unavailable during the original investigation that could be outcome determinative;
2. To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
3. To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or,
4. To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome determinative.

How to File an Appeal

The student should set forth in writing at least one of the above grounds for appeal with the information that supports the ground(s) for appeal. The written appeal shall be sent to GrievanceAppeal@ashford.edu.

Students in the state of Georgia may appeal the final decision to:

Georgia Nonpublic Postsecondary
Education Commission
|2082 East Exchange Place Suite 220
Tucker, GA 30084-5305
(770) 414-3300
www.gnpec.org

Timeline for Filing an Appeal

The student should file the appeal within ten (10) business days of the date of the University's response.

Appeal Process

Phase One: Review and Evaluation

Within three (3) business days of receipt of the appeal, the University will review the appeal to ensure that:

1. It states one or more of the four (4) grounds for appeal; and
2. It is accompanied by any relevant newly available information or evidence that was not available during the investigation phase of the formal grievance process.

If the appeal does not state a ground for appeal and include new information or evidence to evaluate, the complainant will be notified via email that the appeal is ineligible for processing and that no action will be taken on the appeal. The complainant will have three (3) business days to amend and cure the appeal. The amended appeal should be sent to GrievanceAppeal@ashford.edu.

If the amended appeal meets the threshold it will proceed to Phase Two.

Phase Two: Evaluation and Determination

The President, or designee, will render a written decision on the appeal within ten (10) business days from the end of Phase One. The President or designee will (more likely than not) use the preponderance of the evidence standard of review to make a determination of an appeal of the formal grievance outcome. The President's determination shall be final.

Additional Resources

Ashford University values its students and has created additional avenues to bring forth concerns. In addition to the previously described complaint procedures, at any time, the student may select to notify the University of a concern using the confidential, third-party alert hotline, www.ashfordstudentcomplaints.alertline.com or (855) 274-5539.

**The terms "student" and "complainant" are used interchangeably and refer to an individual student, alumnus, former student, prospective applicant or applicant.*

***Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized University holidays.*

Complaints to States and Accrediting Bodies

Students may file a complaint with the University's institutional accrediting body by contacting WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001, www.wascsenior.org.

Students may file a complaint with the International Assembly for Collegiate Business Education (IACBE) via email (iacbe@iacbe.org) or by regular mail to International Assembly for Collegiate Business Education (IACBE), 11374 Strang Line Road, Lenexa, KS 66215, USA.

Please refer to the *Student Complaint State Contact Information* section in the *Introduction* section of this *Catalog* and www.ashford.edu/statedisclosure.htm for state-specific grievance information.

Disability Support Services

The University is committed to providing an equal opportunity to access a full educational experience. In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended, Ashford University prohibits discrimination on the basis of a disability. Reasonable accommodations will be granted to students who present appropriate documentation of disability and are otherwise qualified to participate in their specific program of study. Ashford University's Office of Student Access and Wellness is dedicated to fostering equal opportunities to student success through accessible educational programs, disability related advocacy, faculty and staff education, and an enhanced awareness of individual abilities and contributions.

Complaints regarding allegations of disability discrimination shall be filed in accordance with the *Dispute Resolution Procedures for Student Complaints* section referenced in this *Catalog*.

Effective Communication for Persons with Disabilities

Ashford University will provide information to interested persons with disabilities concerning the existence of support services and accommodations to ensure accessible programs, services, and activities of the University. The University will ensure that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services. The University will furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities.

Disability Documentation

Ashford University will provide reasonable accommodation to students with documented disabilities in order to ensure the accessibility of programs, services, and activities of the University. The University requirements for documentation are based upon the Association on Higher Education

and Disability (AHEAD) Best Practices: Disability Documentation in Higher Education.

The process for determining accommodations is a collaborative one that may or may not require third-party documentation. The University reserves the right to request a reasonable level of documentation. One or more of the following documentation categories will be considered in the evaluation of student accommodation requests:

1. Primary Documentation: Student's Self-Report.

Ashford University believes the student is a vital source of information regarding how he or she may be "limited by impairment." A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted by professional staff, may be sufficient for establishing disability and a need for accommodation.

2. Secondary Documentation: Observation and Interaction.

The impressions and conclusions formed by Ashford University disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. The University employs qualified and experienced disability professionals who will observe students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

3. Tertiary Documentation: Information from External or Third Parties.

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary Of Performance (SOP), and teacher observations.** External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

A Note about Documentation:

These guidelines apply to students taking Ashford University classes. Students should be aware that other universities and testing agencies (which administer standardized tests such as the Graduate Record Exam and Law School Admission Test) may require more extensive documentation, and should review their requirements well in advance.

**Disability is defined by the ADA as "a physical or mental impairment with respect to an individual that (a) substantially limits one or more of the major life activities, (b) a record of such an impairment or (c) being regarded as having such an impairment..." 42 U.S.C §12102*

***Revisions to Title III regulations provide, "When considering requests for modifications, accommodations, or auxiliary aids or services, the entity gives considerable weight to documentation of past modifications, accommodations, or auxiliary aids or services received in similar testing situations, as well as such modifications, accommodations, or related aids and services provided in response to an Individualized Education Program (IEP) provided under [IDEA] or a plan describing services provided pursuant to section 504 of the Rehabilitation Act of 1973 as amended." (28 C.F.R. § 36.309(b)(1)(v))*

Guidance and Section-by-Section Analysis provides these examples of types of information to consider: "recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant's history of diagnosis, participation in a special education program, observations by educators, or the applicant's past use of testing accommodations." 28 C.F.R part 36 (2010)

AHEAD. (2012). Supporting Accommodation Requests: Guidance on Documentation Practices. Retrieved from www.ahead.org/resources/documentation-guidance.

Contact Information

Students who believe they are in need of accommodations should contact:

The Office of Student Access and Wellness at access@ashford.edu or may review general information regarding disability services and accommodations at www.ashford.edu/accessandwellness.

Students who have a concern about their disability accommodations may contact:

Student Access and Wellness Manager at studentaccessandwellnessmanagers@ashford.edu.

Formal complaints will be handled in accordance with the grievance procedures outlined in this section of this Catalog.

ADA Coordinator of Ashford University, Poppy Fitch, Associate Vice President, Student Affairs, ADA Compliance Officer.

**Poppy Fitch can be contacted at:
Phone: (866) 974-5700, ext. 20702
Email: poppy.fitch@ashford.edu**

**Mailing Address:
8620 Spectrum Center Blvd, San Diego, CA 92123**

For additional information on Clinton Campus Accessibility for Students with Disabilities see the *Student Services, Health, and Safety* section of this Catalog.

Student Community Standards

The following Student Community Standards are applicable to individuals during all periods of enrollment following the submission of an admissions application and including institutional breaks or approved Academic Leaves from the University. Regardless of whether an individual has applied to or enrolled at the University, any concerns relating to sexual misconduct or discrimination are addressed in the sections entitled *Nondiscrimination* and *Sexual Misconduct Policy*.

Ashford University is responsible for creating and maintaining an environment that is conducive to the pursuit of learning and living and to the development of students as scholars and citizens. Ashford University is committed to preserving the exercise of freedom of inquiry, freedom of thought, freedom of discussion and expression, and the right of peaceful assembly. Each student shall enjoy certain freedoms as a member of the academic community and should exercise his or her freedoms with responsibility. The responsibility to secure and maintain conditions conducive to the freedom to learn is shared by all members of the University community.

University policies are necessary to safeguard the mission of Ashford University, thus protecting the freedom of students to learn without undue interference by others. If misconduct occurs, the University community must respond in ways that protect the rights and freedoms of all members of the community. The welfare and development of the individual student are primary concerns. To fulfill its function as an educational institution and to protect the rights of all the members of the University community, the University has the right and the duty to maintain order within the University and to exclude persons who disrupt the educational process. When necessary, the University will call upon the local, state, and/or federal authorities to maintain order.

All students are expected to make themselves familiar with the Student Community Standards (hereinafter referred to as Standards). Ignorance of these Standards, including behavioral expectations, specific prohibited conduct, or consequences for misconduct is not a defense to, nor grounds for, excusing violations of the Standards.

Please note that prospective students are required to uphold all relevant Student Community Standards. A prospective student who is found to have violated these Standards could be precluded from enrolling in Ashford University.

The University reserves the right to refuse admission to any applicant whose behavior is deemed inappropriate based on communication with University employees. Admissions decisions are final.

All references to "student" in the *Student Community Standards* section of this *Catalog* refer to current students, students no longer in attendance, and alumni.

The University reserves the right to create, modify, or make changes to the Standards from time to time, as needed, or when it determines necessary in particular circumstances. The Standards may also be extended or amended to apply to new and unanticipated situations that may arise.

Jurisdiction over Student Conduct

Students at Ashford University are annually given a copy of the Student Community Standards. Students are charged with the responsibility of having read, and agreeing to abide by, the provisions of the Student Community Standards and the authority of the student conduct process. The Student Community Standards and the student conduct process apply to the conduct of individual students and University-affiliated student organizations. Because the Student Community Standards are based on shared values, they set a range of expectations for Ashford University students no matter where or when their conduct may take place. Therefore, the Student Community Standards will apply to behaviors that take place on the Clinton Campus, at University-sponsored events, in online courses and may also apply off-campus, when the administration determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

- Any action that constitutes a criminal offense as defined by federal, state, or local law;
- Any situation where it appears that the student may present a danger or threat to the health or safety of him or herself or others;
- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly violates the peace and/or causes social disorder; and,
- Any situation that is detrimental to the educational interests of the University.

The Student Community Standards may be applied to conduct that takes place during the time a person is enrolled as a student, including during intra-semester breaks, between classes and between semesters. Further, the Student Community Standards applies to guests of community members, whose hosts may be held accountable for the misconduct of their guests. Visitors to and guests of Ashford University are also protected by the Student Community Standards, and may initiate complaint for violations of the Student Community Standards committed by members of the Ashford University community against them. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but is not reported until after the graduation of the offending student. There is no time limit on reporting of violations of the Student Community Standards.

However, the longer someone waits to report an offense, the harder it becomes for Ashford University to obtain information and witness statements, and to make a determination regarding alleged violations. Those who are aware of misconduct are encouraged to report it as quickly as possible to appropriate University officials at studentcommunitystandards@ashford.edu.

Students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a finance hold. If the student is unresponsive, he or she will be unscheduled from future courses. For those students utilizing financial aid, this finance hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing.

Conduct Expectations

Ashford University is committed to fostering a campus and online environment that is conducive to academic inquiry, productive campus life, thoughtful study and discourse. A community exists on the basis of shared values and principles. At Ashford University, student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of these Student Community Standards. These standards are embodied within a set of core values that include integrity, fairness, respect, community and responsibility. When members of the community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Community Standards.

The student conduct process at Ashford University is not intended to punish students. Rather, it exists to protect the interests of the community, and to

challenge those whose behavior is not in accordance with the Standards. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with University community expectations. When a student is unable to conform his or her behavior to community expectations, the student conduct process may determine that he or she should no longer share in the privilege of participating in this community.

Students should be aware that the student conduct process is quite different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Fair process, within these procedures, assures written notice and a hearing before an objective decision-maker. It assures that no student will be found in violation of University policy without evidence showing that it is more likely than not that a policy violation occurred, and that any sanction will be proportionate to the severity of the violation. The subsequent standards offer a set of rules governing student conduct. Following the Standards are policies that amplify and expand on the rules, followed by a set of procedures used to uphold and enforce the Standards.

The Standards

Any student or alumnus found to have committed the following misconduct is subject to the sanctions outlined in the following. Unacceptable conduct includes, but is not limited to, the following:

Integrity

Ashford University students exemplify honesty, integrity and a respect for truth in all of their dealings. Behavior that demonstrates a lapse of integrity includes, but is not limited to:

- Knowingly furnishing false, falsified, or forged information to any member of the University community, such as falsification or misuse of documents, accounts, records, identification, or financial instruments;
- Selling or otherwise providing course work, including exams, papers, and projects to third parties, which may be used for submission in fulfillment of any course or academic program requirement.
- Acts of academic dishonesty, as defined in this *Catalog*;
- Unauthorized possession, duplication, or use of means of access (keys, cards, etc.) to any University building;

- Unauthorized possession, duplication, or use of Course Material Benefits other than the sole intended eligible recipient;
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law;
- Violations of positions of trust or authority within the community;
- Tampering with the election of any University recognized student organization.

Community

Ashford University students honor and value their community. Behavior that violates this value includes, but is not limited to:

- Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespass;
- Misuse or unauthorized use of University or organizational names and images;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized taking of the property of the University or personal property of a member of the University community which is on the Clinton Campus;
- Intentional and unauthorized destruction or damage to University property or to the property of another;
- Misuse of University computing facilities, as described in this *Catalog*;
- Electronic Mail Abuse, as described in this *Catalog*;
- Sharing with others or taking from others, passwords to University issued email accounts, student portal, online learning platform, etc.;
- Gambling;
- Possession of firearms, simulated weapons, fireworks, explosives, other weapons (including, but not limited to BB/pellet guns, slingshots, and sharp edged instruments, such as hatchets when used as weapons), or dangerous chemicals while on the Clinton Campus, unless properly authorized by the University President or VP/Campus Director;
- Violation of state, local, or Clinton Campus fire policies, including:
 - Failure to evacuate a University-owned building during a fire alarm;

- Improper use of University fire safety equipment; and
- Tampering with or improperly engaging a fire alarm in a University building.

Fairness

Ashford University students exemplify fair treatment of each other in their dealings and interactions. Behavior that violates this value includes, but is not limited to:

- Disruption of University operations, including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on the Clinton Campus or online;
- Obstruction of freedom of movement by community members or visitors;
- Abuse, interference or failing to comply in University processes including Student Community Standards hearings;
- Abuse of the University conduct system, including:
- Failure to attend meetings scheduled for conduct code administration purposes;
- Falsification, distortion, or misrepresentation of information;
- Failure to provide, destroying, or hiding information during an investigation of an alleged policy violation;
- Attempting to discourage an individual's proper participation in, or use of, the University conduct system;
- Harassment (verbal or physical) and/or intimidation of a member of a University conduct body prior to, during, and/or after a University conduct proceeding;
- Failure to comply with the sanction(s) imposed by the University conduct system;
- Influencing or attempting to influence another person to commit an abuse of the University conduct system.

Respect

Ashford University students show respect for each other, for property, and for the community. Behavior that violates this value includes, but is not limited to:

- Threatening or causing physical harm, extreme verbal abuse, or any other conduct which threatens or endangers the health or safety of any person;

- Discrimination, intimidation, discriminatory harassment (as defined in this *Catalog*);
- Hazing (as defined in this *Catalog*);
- Violence between those in an intimate relationship to each other;
- Sexual Harassment;
- Sexual Assault;
- Sexual Violence;
- Sexual Exploitation;
- Domestic and Dating Violence;
- Stalking;
- Inappropriate conduct which is disorderly, disruptive, obscene, or indecent while on campus or at functions sponsored by, or participated in by, the University or while engaged in any form of communication with members of the University community;
- Failure to comply with directions of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so; or
- Smoking in any University building or campus area designated as non-smoking.

Responsibility

Ashford University Students are given and accept a high level of responsibility as role models. Behavior that violates this value includes, but is not limited to:

- Use, possession, manufacture, or distribution of alcoholic beverages on campus
- Use, possession, or distribution of narcotic, or other controlled substances, as well as drug paraphernalia, except as expressly permitted by law; (Please see the full policy in this *Catalog*);
- Abuse or misuse of prescriptions or over-the-counter medications;
- Assisting in the violation of University policies or public laws;
- Allegations of violations of federal, state, or local laws which affect the interests of the University community, whether on or off-campus;
- The knowing failure of any organized group to exercise preventive measures relative to violations of this Student Community Standards by members;
- Violation of other published University policies, rules, or policies;

- Intentionally or recklessly causing a fire which damages University or personal property, or which causes injury to any member of the community;
- Littering and posting of notices in non-designated spaces or without approval from the appropriate University personnel and unauthorized distribution or sale of goods on campus;
- Violation of University traffic and parking regulations;
- Leaving children or animals unattended on campus;
- Use of bicycles, skateboards, roller blades, and any other non-motorized vehicle or equipment (except wheelchairs) outside designated areas.

Specific Policies on Academic Integrity

This Academic Integrity policy covers current students and conduct in which alumni engaged while enrolled. The University may address allegations of academic misconduct after a student has graduated and will process allegations concerning alumni in the same manner it addresses allegations concerning current students. All sanctions that could be applied to a current student could be applied to an alumnus, and the University reserves the right to rescind a previously conferred degree where the Student Community Standards Committee deems this an appropriate sanction. All references to "student" in the *Academic Integrity* policy section of this *Catalog* refer to current students, students no longer in attendance, and alumni.

Ashford University students will pursue learning with rigorous academic integrity. Ashford University defines academic dishonesty as deceitful and/or deceptive attempts to fulfill academic requirements. While plagiarism is the most common form of academic dishonesty, cheating or furnishing fabricated or false information to Ashford University officials and/or faculty (such as lying to effect a grade change) are also acts of academic dishonesty prohibited by the Student Community Standards.

As part of the University's policy on academic integrity, it is expected that students will not submit an assignment that is an exact copy of work previously submitted in another course at any institution. The University understands that work within a discipline is interconnected and expects students, when writing about similar topics, to enhance and refine the content of an assignment as they progress through their program of study. It is not acceptable under any circumstance to submit the exact same paper

without enhancing or refining the concepts contained in the assignment. Submitting an exact copy of work previously submitted in another course may affect one's grade adversely or considered a violation of the Student Community Standard of Integrity.

Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and personal responsibility between and among students and faculty, weakens the credibility of the academic enterprise, and defrauds those who believe in the value and integrity of the degree. Ashford University will consider the cumulative record of any student with respect to academic integrity violations, regardless of the student's current academic program or status. For example, violations of the Academic Integrity policy while an undergraduate, but not discovered until the student is enrolled in an Ashford graduate program, will be addressed during the student's graduate program. This may result in sanctions, a change in the student's eligibility status for his or her graduate enrollment, and/or impact retroactively on the student's fulfillment of all undergraduate program requirements.

Academic dishonesty may take several forms:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., test, essay, etc.).

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

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

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

Acts of plagiarism include, but are not limited to:

- Copying text from printed materials, which include books, magazines, encyclopedias, newspapers, etc.;

- The modification of text with the intent of changing verbiage, changing words, or interspersing the student's work into the plagiarized work;
- "Copy and paste" plagiarism, which involves copying and pasting materials from Internet sources and presenting them as one's original work;
- The use and representation of another student's work as one's own, even if the student has the permission of the other student. The use of another's work constitutes an act of collusion, which constitutes an act of plagiarism;
- The use of materials purchased from Internet or other outside sources; or
- Paraphrasing or summarizing another's work without giving appropriate credit.

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

Avoiding Plagiarism: Address any questions regarding plagiarism to the course instructor. Students should be aware that Ashford University instructors utilize anti-plagiarism resources to determine the originality of submitted written work. These tools compare students' work with texts available in internal databases and through Internet searches.

Consequences for Academic Dishonesty

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to: failure to receive credit on an academic exercise, course failure, and/or dismissal from the University. Ashford University may also extend its jurisdiction to misconduct that occurs prior to, but not reported until after the graduation of the offending student. There is

no time limit on reporting violations of the Academic Integrity policy.

Instructors or other University staff may report instances of academic dishonesty to the Academic Resolution Department (online modality) or the College Dean (Clinton Campus modality), or designee; the student will receive a notice informing him or her of the offense, as well as any resulting disciplinary action(s). Academic Integrity violations are adjudicated by the Academic Resolution Administrators (online) and by the College Dean (Clinton Campus).

If it is determined that a student is found responsible for violating the Academic Dishonesty policy, and a singular violation is egregious, or there are multiple instances of academic dishonesty violations, the student issue will be referred to the Student Affairs department to review for the possibility of sanctioning up to and including removal from the University.

The student may be asked to meet for either an informal hearing or a Formal Hearing (Students Community Standards Committee). Student Affairs will not reconsider the issue of student responsibility as determined by the Academic Resolution Department (online modality) or the College Dean (Clinton Campus modality), but will only determine appropriate sanctions to be applied, up to and including, removal from the University.

Technology Policies

Misconduct Online

Students are cautioned that behavior conducted online, such as harassment delivered by email, can subject them to University conduct action, if there is a University impact from the cyber-conduct. Students must also be aware that blogs, web pages, social media websites, and similar online communications are in the public sphere, and are not private. These postings can subject a student to allegations of conduct violations, if evidence of policy violations is posted online. The University does not regularly go hunting for this information, but will take action if and when such information is brought to the attention of University officials. All references to "student" in the *Technology Policies* section of this *Catalog* refer to current students, students no longer in attendance, and alumni.

Electronic Mail: The following uses of University electronic mail are prohibited.

- Personal use that creates a direct cost for the University;
- Use for personal monetary gain or for commercial purposes that are not directly related to University business;

- Sending copies of documents in violation of copyright laws;
- Inclusion of the work of others into electronic mail communications in violation of copyright laws;
- Use of electronic mail to substantially disrupt the ability of others to conduct University business;
- Use of electronic mail systems for any purpose restricted or prohibited by laws or regulations;
- "Spoofing," (i.e., constructing an electronic mail communication so it appears to be from someone else);
- "Snooping," (i.e., obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity, with no substantial University business purpose); or,
- Attempting unauthorized access to electronic mail or attempting to violate any security measures on any electronic mail system, or attempting to intercept any electronic mail transmissions without proper authorization.

Personal Electronic Mail for Ashford University

Students: Students are responsible for any and all activity and communication that takes place using the electronic mail account registered with the University. The University issues an email account to on-campus students. The University highly encourages online students to create a personal, unshared email address for communication with the University.

Online Communication: Written communication in an online community is an extremely important factor in online educational programs. The ability to communicate clearly and effectively is crucial to the success of all online learning programs. Professional language relevant to the course content should be used in the online discussion postings. Students are expected to follow the rules of Netiquette, as posted in their online courses. The following are examples of behaviors that could substantially disrupt the online learning environment and will not be tolerated:

Discrimination: Derogatory statements that are based upon an individual's actual or perceived sex, race, color, religion, sexual orientation, national origin, ancestry, citizenship, pregnancy, childbirth and related medical conditions, marital status, age, physical disability, mental disability, genetic information, medical condition (including certain cancer-related conditions and genetic characteristics), gender identity, veteran status, service in the uniformed services, political activities and affiliations, or any other consideration protected by law that is sufficiently

serious that it interferes with or limits a student's ability to participate in or benefit from the University's educational program.

Solicitation: It is against policy and inappropriate for students to use the communication channels within the online learning platform to solicit other users for personal or professional reasons. Students may not send emails to classmates or post messages that attempt to sell products, promote business, or solicit employees.

Misuse of Technology Resources: University technology resources are to be used to advance the University's mission of education, scholarship, and service. Students may use these resources for purposes related to their studies or research or other University-sanctioned activities. These resources include, but are not limited to, hardware (including telephones, computers, and traditional media equipment) either owned or leased by the University, software, and consulting time (and expertise) of the Information Technology Services or other University technology support staff. The use of technology resources provided by the University for commercial or other purposes not directly related to study, research, or University-sanctioned activities should be considered as secondary activities (i.e., personal or otherwise). Should such secondary activity in any way interfere with primary activities, the secondary activity must be terminated immediately.

Many of the University's technology resources are shared among the entire University community. The use of these resources will not violate law or the rights of others. Prohibited activities include, but are not limited to:

- Activities that violate copyright or other intellectual property rights of others, including but not limited to, the infringing use of peer-to-peer file sharing services;
- Sending copies of documents in violation of copyright laws via electronic mail or any other electronic transmission;
- Inclusion of the work of others into electronic mail communications or any other electronic transmission in violation of copyright laws;
- Activities that obstruct usage or deny access to technology resources;
- Activities that could be considered as discriminatory harassment, libel or obscenity;
- Activities that substantially disrupt University activities;
- Activities that violate University policies;

- Activities that violate local, state, or federal laws;
- Unauthorized use of computer accounts;
- Impersonating other individuals;
- Attempts to exploit or explore security provisions, either at the University or elsewhere;
- Activities that invade the right to privacy of others;
- Destruction or alteration of data belonging to others;
- Creating, using or distributing computer viruses;
- Allowing other individuals to use your account or password, including for the purpose of meeting attendance requirements in an online class;
- Disruption or unauthorized monitoring of electronic communications or of computer accounts; and
- Inappropriate/widespread email distribution.

Consequences for Misuse of Technology Policies

If it is determined that a student is found responsible for misuse of the Technology Policies, and a singular violation is egregious, or there are multiple instances of misuse, the student issue will be referred to the Student Affairs department to review for the possibility of sanctioning up to and including removal from the University.

Online Netiquette Rules

Written communication in an online community is an extremely important factor in all online educational programs. The ability to communicate clearly and effectively is crucial to the success of all online learning programs. Ashford University has taken special steps to maintain this type of online etiquette (Netiquette).

Instructors and Students in an Online Community should be:

Considerate: Students should treat each other with respect and should take time to read and respond to each other in such a way that a learning environment can continue to develop. Students should format postings so that everyone can learn from an individual's knowledge, skills and abilities.

Encouraging: Not everyone has had previous online experience. Some students may spend more time observing (reading other students' postings, remaining

invisible for some time) than others. Notice the habits of other students and classmates and provide encouragement for creative and critical conversation.

Helpful: Even a well-presented course can create some confusion. It is very easy to lose a place or miss reading information on certain links or pages. When other students are lost, offer a helping hand by pointing them in the right online direction so they can regain their confidence in online learning.

Aware: Be aware that the written word is the only form of communication in an asynchronous learning environment. Use words carefully – if a comment could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude, students should choose other wording.

The following behaviors should be avoided:

Shouting: Using all capital letters when communicating in an online environment is known as shouting. This usage is considered a rude method of communicating. Avoid using all capital letters in online communications.

Impatience: Once a student has posted a question or concern to their instructor, students should wait patiently for a reply.

Conspiracy to Commit Fraud Against the University

Ashford University students are expected to exemplify honesty, integrity and a respect for truth in all of their dealings. Fraudulent behavior or attempts to commit fraudulent behavior will not be tolerated. Behavior that demonstrates fraudulent activity includes but is not limited to:

- Knowingly furnishing false, falsified, or forged information to any member of the University Community, such as falsification or misuse of documents, accounts, records, identification or financial instruments;
- The inability of a student to demonstrate academic purpose or resolve concerns regarding identity or eligibility;
- Acts of academic dishonesty, as defined in this *Catalog*; or
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law.

When members of groups, individuals acting in collusion, or members of an organization act in concert in violation of this policy, they may be held accountable as a group. To prevent fraud, the Dean

of Student Affairs (campus)/Director of Student Development & Engagement (online) may, in lieu of Student Community Standards proceedings, impose individual and/or group sanctions up to and including immediate expulsion from the University, subject to appeal, upon a determination of student involvement in such behavior. Determinations will be made with respect to the involvement of each accused individual. In most circumstances, Ashford University will treat attempts to commit any of the violations listed previously as if those attempts had been completed.

Students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a finance hold. If the student is unresponsive, he or she will be unscheduled from future courses. For those students utilizing financial aid, this finance hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing. Students may be referred to the Office of the Inspector General (OIG) of the U.S. Department of Education for attempted fraud as deemed necessary by the University.

Gambling Policy

Students are expected to abide by all federal, state, and local laws prohibiting illegal gambling, including online gaming. Gambling for money or other things of value on campus or at University-sponsored activities is prohibited except as permitted by law.

Such prohibited activity includes, but is not limited to, betting on, wagering on, or selling pools on any University athletic event; possessing on one's person or premises (e.g., room, residence unit, car) any card, book, or other device for registering bets; knowingly permitting the use of one's premises or one's telephone or other electronic communications device for illegal gambling; knowingly receiving or delivering a letter, package, or parcel related to illegal gambling; offering, soliciting, or accepting a bribe to influence the outcome of an athletic event; and, involvement in bookmaking or wagering pools with respect to sporting events.

Hazing

All acts of hazing by any individual student and University registered student club or organization and any of its members or alumni are prohibited. Students are entitled to be treated with consideration and respect, and no individual may perform an act that is likely to cause physical or psychological harm or social ostracism to any other person within the University community. Accordingly, the following behavior is

expressly forbidden as hazing when related to the admission, initiation, pledging, joining, or any other group-affiliation activity:

- Physical abuse (on or off campus), including but not limited to paddling, slapping, kicking, choking, scratching and exposure to extreme (i.e., cold or hot) water temperatures, the consumption of disgusting and/or dangerous concoctions, alcohol, or drugs;
- Causing excessive mental stress, including but not limited to placing prospective members of an organization or group in ambiguous situations which lead to confusion and emotional stress, sleep deprivation;
- Extreme verbal abuse, including but not limited to shouting, screaming, or use of derogatory, profane, or obscene language; or
- Subservience, including but not limited to any activity which promotes a class system within organizations or activities which facilitate inappropriate levels of authority over students.

This list is not exhaustive and any student or organization found to be involved in any hazing activity will face conduct action and will likely be subjected to expulsion from the University. Violation of this policy exists irrespective of the voluntary or consensual participation in the hazing activity by the person being hazed.

Identity

Any misrepresentation, theft, or misuse of a person's identity for any purpose, including but not limited to, obtaining federal financial aid, other financial gain, or obtaining access to confidential information. Identity theft is not only a violation of University policy and the Student Community Standards, but may also constitute a criminal offense under federal and state law. Ashford University recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative and/or compliance purposes. Students are expected to provide such documentation and are responsible for any cost associated with acquiring and submitting the documentation. Students may be administratively withdrawn for failure to provide documentation requested by University officials for the purpose of authenticating a student's identity. The University may also deny or rescind admission to any student for failure to authenticate his or her identity, or for engaging in identity theft.

Prescription Drug Policy

The distribution, sale to others, or use of prescription medication for other than its prescribed use by the individual for whom it was prescribed is a violation of University policy and state law.

Violation of Federal Copyright Laws

Any member of the University community who participates in the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may be subject to civil and criminal liabilities, in addition to sanctions imposed by the University. Penalties for violating federal copyright laws may include civil damages, costs and attorneys' fees, injunctions, fines, and imprisonment. The following is a non-exhaustive list of specific penalties.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the US Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

Students who are found to have participated in the unauthorized distribution of copyrighted material and/or other forms of copyright infringement will be subject to an appropriate consequence in accordance with the Student Community Standards found in this Catalog.

Both the Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) maintain a list of legal alternatives for downloading. Please visit www.whymusicmatters.com or www.mpaa.org for more information.

Violations of Law

Violations of federal, state, and local laws are incorporated as offenses under the Student Community Standards. When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from the University when criminal charges are made, it is the typical practice of the University to pursue investigation and resolution of campus conduct matters, regardless of the fact that the student has withdrawn.

When a student is accused, arrested, charged, or indicted for a violent or drug-related off-campus crime, the University may elect to take action against that student for violation of Student Community Standards, which incorporates alleged violations of local, state, and federal laws as Standards.

When it has reasonable cause to separate a student from the community, the University may separate a student via the Emergency Administrative Leave policy for a reasonable time pending the scheduling of a(n) online/Clinton Campus hearing for violation of Student Community Standards. The University reserves the right to exercise its authority of Emergency Administrative Leave suspension upon notification that a student is facing criminal investigation and/or charges. The University will permit a student who receives an Emergency Administrative Leave to request a meeting to show cause as to why an Emergency Administrative Leave is not merited. Regardless of the outcome of this meeting, the University may still proceed with the scheduling of a(n) online/Clinton Campus hearing.

When criminal charges are pending, the University may be delayed or prevented from conducting its own investigation, and moving forward with a hearing. In such cases, the University will delay its hearing until such time as it can conduct an internal investigation, or obtain from law enforcement sufficient information upon which to proceed.

Conduct Procedures - Student Community Standards Procedures

Whenever a complaint is made for alleged misconduct or a Student Community Standard appears to be violated, the Conduct Administrator or designee will conduct an investigation of the allegations as soon as possible (generally, for offenses against the academic community, the President will designate the Vice President of Academic Services (online) or designee). The Conduct Administrator or designee may make

any necessary modification to these procedures that does not materially jeopardize the fairness owed to any party.

Notice of Complaint

Once a determination is made that reasonable cause exists for the Conduct Administrator or designee to investigate and process a complaint, notice will be given to the accused student. Notice will be in writing, and may be delivered in person during a meeting with the Conduct Administrator or designee or via email. Email is considered an official form of University-related communication.

Once emailed, such notice will be presumptively delivered when an email is sent. If a student is under the age of eighteen (18) years, a copy of the notice will be sent to the parents or guardian of the student.

The letter of notice will state briefly a description of the incident alleged, as well as stating all policies the accused student is alleged to have violated and the possible consequences if the accused student is found in violation. The letter of notice will direct the accused student to contact the Conduct Administrator or designee within two business days (Monday through Friday) of receipt to respond to the complaint.

The failure of a student to acknowledge the notice within two (2) business days will result in an administrative hold on the student's account. This administrative hold will remove the student from all future scheduled courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community Standards proceedings for the student are closed.

Within the two business day period, the accused student may pose any questions about the charges or process to the Office of Student Affairs, and at that time or before, will respond to the charge in writing and may indicate to the Conduct Administrator or designee whether he or she admits or denies the allegations of the complaint. If the accused student admits the violation(s), an informal hearing will be held and the Conduct Administrator or designee will impose appropriate sanctions. Such a disposition will be final and there will be no subsequent proceedings, unless the sanctions include suspension or expulsion. In that case, the accused student may request a hearing by the Student Community Standards Committee on the issue of sanctions, only, or can choose to accept the sanctions imposed by Conduct Administrator or designee during the informal hearing.

Ashford University divides complaints into minor and serious violations. Generally, with the exception of

Academic Integrity violations, any misconduct that will result in less than separation is considered minor, and any misconduct that is likely to result in suspension or expulsion is considered serious. If the student accepts responsibility for the violation(s), prior to the hearing, whether minor or serious, the complaint will be resolved in an informal hearing, as previously described. If the student does not accept responsibility, minor complaints will be referred for an informal hearing, and more serious complaints will be referred to the Student Community Standards Committee for a formal hearing (see subsequent details on the proceedings of this committee). The Conduct Administrator or designee has discretion to determine the severity of the alleged violation(s), and whether informal or formal hearing procedures will apply.

Decisions made by the Student Community Standards Committee or the Conduct Administrator or designee will be final, and sanctions implemented, pending the normal appeal process, described subsequently. The Conduct Administrator or designee has the authority to stay implementation of sanctions pending the appeal, at his or her discretion.

Informal Hearings Procedures

For hearing procedures relating to matters involving sexual misconduct or other sensitive issues, please see *Special Procedural Provisions for Sexual Misconduct Sanction Hearings* located in this section of the *Catalog*. For minor violations (or admitted serious violations), the Conduct Administrator or designee will, upon receipt of a written response from the accused student, schedule a hearing.

- Informal hearings will be heard by the Conduct Administrator or designee and will be non-adversarial and conversational in nature.
- Written notice of the time, date, and location of the hearing will be sent to the accused student at least two (2) business days prior to the informal hearing date and time. The accused student may additionally be notified in person, by telephone, or by email. Students may waive the two (2) day notice requirement if they prefer an expedited hearing.
- If a student fails to attend a scheduled hearing, the hearing may proceed as scheduled, and the Conduct Administrator or designee will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be implemented. A student may not avoid the impositions of sanctions by withdrawing with conduct charges pending. The hearing will still proceed, and any finding

of a violation will result in a "WF" grade and other appropriate transcript notation. The conduct administrator may also impose an administrative hold on the student's account in addition to or in lieu of resolving the charges in the student's absence. This administrative hold will remove the student from all future scheduled courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in either an informal or formal hearing and the Student Community Standards proceedings for the student are closed.

- At the informal hearing, witnesses and admissibility of information will be determined at the discretion of the Conduct Administrator or designee. The informal hearing will consist mainly of informal questioning and discussion of the alleged incident.
- After the informal hearing, the Conduct Administrator or designee will deliberate and determine whether it is more likely than not that the student has violated the Student Community Standards. Once a finding is determined, if that finding is that of a policy violation, the Conduct Administrator or designee will determine an appropriate sanction. The Conduct Administrator or designee will prepare a written finding, which will be shared with the accused student no later than two (2) business days following the hearing.

Student Community Standards Committee Formal Hearing Procedures

For hearing procedures relating to matters involving sexual misconduct or other sensitive issues, please see *Special Procedural Provisions for Sexual Misconduct Sanction Hearings* in this section of the *Catalog*.

Notice

Written notice of the time, date, and location of the formal hearing will be sent to all parties, who may additionally be notified in person, by telephone, or by email.

Composition

The Conduct Administrator or designee will name a Student Community Standards Committee to conduct a formal hearing to review complaints. The Student Community Standards Committee will consist of members selected by the Conduct Administrator or designee, and will consist of representatives from full-time faculty, Financial Services, Student Services, the Office of the Registrar, and senior academic

administration. At any formal hearing before the committee, three (3) committee members and several alternates will be selected to transact the business of the committee. In sexual misconduct and related hearings, a three-member administrative panel will be utilized. Any member of such committee who believes he or she has a conflict of interest rendering him or her incapable of making an impartial decision will disqualify him or herself from that hearing and the Conduct Administrator or designee will appoint a person to take his or her place at that hearing.

Record of Proceeding

Proceedings before the Student Community Standards Committee will be recorded and will be made available or a copy will be provided to the parties if requested.

Committee Procedures

Once an accused student responds to an alleged violation, the parties will be given a minimum of seven (7) business days to prepare for a hearing. Students may request to waive the seven (7) day preparation requirement if they prefer an expedited hearing.

At least forty-eight (48) hours before any scheduled hearing, the following may occur:

- The accused student will deliver to the Conduct Administrator or designee a written response to the complaint;
- The parties will deliver to the Conduct Administrator or designee a written list of all witnesses they each want the University to call on their behalf at the hearing, giving the full contact information of any such witness, if known;
- The parties will deliver to the Conduct Administrator or designee a written list of all items of physical information the parties intend to use or need to have present at the hearing, and will provide such information or indicate who has possession or custody of such information, if known;
- The parties will notify the Conduct Administrator or designee, at least forty-eight (48) hours prior to the formal hearing, of the names of any advisors who may be accompanying the parties at the hearing; advisors are to be selected from members of the Ashford University community unless special permission for an outside advisor is granted by the Conduct Administrator or designee.
- The Conduct Administrator or designee will ensure that this information and any other available written documentation is shared

between the complainant(s) and accused student(s) at least twenty-four (24) hours before any scheduled hearing. Hearing officers may be unseated if Conduct Administrator or designee concludes that their bias precludes an impartial hearing of the complaint. Additionally, any Student Community Standards Committee member or hearing officer who feels they cannot make an objective determination must recuse himself or herself from the proceedings.

If there is an alleged victim of the conduct in question, the alleged victim may serve as the complainant, or may elect to have the administration serve as complainant. Where there is no victim, the administration will serve as complainant. In any joint hearing, separate determinations will be made as to the responsibility of each student accused. The conduct administrator may elect to separate hearings that have been referred jointly or join those that have been referred separately.

After a formal Student Community Standards Committee hearing, the Committee will deliberate and determine by majority vote whether it is more likely than not that the student has violated the Student Community Standards. The Conduct Administrator or designee will serve as the non-voting Chair during the hearing and deliberations to resolve all questions of admissibility, evidence and precedent. Once a finding is determined, if that finding is that of a policy violation, the Student Community Standards Committee will determine an appropriate sanction. The Chair is responsible for informing the Student Community Standards Committee of applicable precedent and any relevant previous violations of Student Community Standards by the accused student. All committee hearings will be recorded and the Chair will be responsible for completing the hearing file. The Conduct Administrator or designee will prepare a written deliberation report detailing the finding to include in the case record, including how each body member voted, the information cited by the body in support of its finding, and any information that the body excluded from its consideration, and why. This report should conclude with any recommended sanctions. This report typically should not exceed two pages in length, and must be submitted to the Conduct Administrator or designee within 48 hours after the end of deliberations. The Conduct Administrator or designee may make appropriate modifications and then will implement the final determination and inform the parties within seven (7) business days after the hearing.

Admissible Information

The committee will consider all information that is relevant and credible. The Committee may in its discretion limit or bar character witnesses. Any questions of the admissibility of information will be determined by the Chair. The past sexual history or sexual character of a party will not be admissible by the other party in hearings unless such information is determined to be highly relevant by the Chair. All such information sought to be admitted will be presumed irrelevant, and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written request, and must be reviewed in advance of the hearing by the Conduct Administrator or designee. While previous violations in Student Community Standards by the accused student are not generally admissible as information about the present alleged violation, the Conduct Administrator or designee may supply previous complaint information to the Committee when it may intend to establish a pattern in a complaint involving any form of sex/gender discrimination (e.g., stalking, relationship violence, sexual harassment, sexual misconduct, etc.).

Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Community Standards:

Written Warning: A notice in writing to the student that the student is violating or has violated institutional policies. The letter informs the student that continued misconduct will result in further conduct action up to and including removal from the University. The letter will be emailed and/or delivered to the student's campus address for Clinton Campus students. For online students, the letter will be sent to the student's email address on file with the University.

Types of Probation

Conduct Probation: The hearing body determines the beginning and ending dates. Students on conduct probation may incur additional sanctions for any subsequent violation of University policies and/or rules, whether or not this violation is related to the original violation for which conduct probation was imposed.

Probation Restrictions: Students on probation may be subject to the following restrictions:

- They may not hold any office or leadership role in any student or University organization or activity.
- They may not represent the University in any on- or off-campus event.

- Other restrictions may be established for individual situations by the Conduct Administrator or designee.

Loss of Privileges: Means a denial of specified privileges for a definite period of time. Privileges that may be lost include, but are not limited to, the following:

- **Restricted Access:** Student may be restricted from entering specified buildings or areas on campus, from attendance at specified campus events, or from use of specified equipment or facilities for definite periods of time.
- **Fines:** Fines may be imposed to restore damage to physical property. In addition, the hearing body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until such fine is paid. The method of payment will be specified by the hearing body imposing the fine.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement. The conduct body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until restitution is complete.
- **Educational Projects:** Completion of an educational or developmental project such as, but not limited to, the following: attending a specific workshop or program, writing an article or research paper on a specified topic, making an oral presentation to a campus group, participating in specified counseling/evaluation, work assignments, and/or service to the University. The Conduct Administrator or designee may develop additional educational sanctions to meet individual student needs on a case-by-case basis.
- **Suspension:** Separation of the student from campus/online university access, classes and all privileges for a definite period of time, after which the student is eligible to return. The offender may not be on campus at any time or participate in University classes except to come to the Administration Building for matters directly related to the suspension. In cases where suspension prevents the completion of course work, the student will receive a "W"

grade. Tuition and fees will be refunded as per applicable refund policies outlined in the Financial Information section of this Catalog. Any conditions for readmission will be stated in the order of suspension.

- **Expulsion:** Permanent separation of the student from the University. Tuition and fees will be refunded as per applicable refund policies outlined in the *Financial Information* section of this *Catalog*. The student is barred from being present on-campus and at University-sponsored events.

The following sanctions may be imposed upon groups or organizations:

- Those sanctions listed previously;
- **Deactivation:** Loss of all privileges, including University recognition, for a specified period of time.

More than one of the sanctions listed previously may be imposed for any single violation.

Special Provisions

Attempted Violations

In most circumstances, Ashford University will treat attempts to commit any of the violations listed in the Student Community Standards as if those attempts had been completed.

University as Complainant

As necessary, Ashford University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

False Reports

Ashford University will not tolerate intentional false reporting of incidents. It is a violation of the Student Community Standards to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

Group Violations

When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group, and a hearing may proceed against the group as joint accused students. In any such action, however, determinations will be made with respect to the involvement of each accused individual.

Immunity for Victims

Ashford University encourages the reporting of conduct code violations and crimes by victims. Sometimes, victims are hesitant to report to University officials because they fear that they themselves may be accused of policy violations, such as underage drinking at the

time of the incident. It is in the best interests of this community that as many victims as possible choose to report to University officials. To encourage reporting, Ashford University pursues a policy of offering victims of crimes amnesty from policy violations related to the incident.

Good Samaritan

The welfare of students in the University community is of paramount importance. At times, students on and off-campus may need assistance. Ashford University encourages students to offer help and assistance to others in need. Sometimes, students are hesitant to offer assistance to others, for fear that they may get themselves in trouble (for example, as student who has been drinking underage might hesitate to help take a sexual misconduct victim to Campus Security). Ashford University pursues a policy of immunity for students who offer help to others in need for any minor violations the Good Samaritan was involved in at the time.

Parental Notification

Ashford University reserves the right to notify parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, Ashford University will contact parents/guardians to inform them of situations in which there is a health and/or safety risk. Ashford University also reserves the right to designate which University officials have a need to know about individual conduct complaints pursuant to the Family Educational Rights and Privacy Act (FERPA).

Notification of Outcomes

The outcome of a Student Community Standards hearing is part of the education record of any student personally identified, and is protected from release under FERPA, a federal law. However, Ashford University observes the following legal exceptions:

- Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
- The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a crime of violence or non-forcible sex offense, is found in violation of the University's Student Community Standards. A crime of violence includes arson, burglary, robbery, criminal homicide

(manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome;

- In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

Remedy of the effect of a sexual offense may include changes to the academic and residential housing of the complainant.

Defenses

It has become common for students accused of policy violations to try to defend their actions with excuses, such as prescription drug interactions, self-defense, alcohol, etc. Defending actions is admitting to a policy violation. While a student's defense will not excuse his or her actions, Ashford University will take the legitimacy of his or her defense into consideration in addressing the proper sanction.

Emergency Administrative Leave

In situations requiring immediate action, and after consultation with concerned individuals (e.g., students, faculty, administrators, other staff members, internship, or student teaching supervisors, etc.), the Conduct Administrator or designee may place the student on an emergency administrative leave. Students placed on Emergency Administrative Leave are removed from all current and future courses.

During Emergency Administrative Leave, the University administration will conduct a timely investigation. Students will remain on an administrative leave no more than 14 days from the student's last date of attendance. Within that 14-day period, the University administration will follow University procedures for administration of the Student Community Standards and render a decision as to any change in status and/or and sanctions to be imposed by the University. Students on Emergency Administrative Leave are not permitted to return to campus or to participate in University classes or events.

Involuntary Leave

Ashford University considers the safety and well-being of its students, faculty, and staff as a top priority. The Involuntary Leave policy is not intended to be a

substitute for appropriate disciplinary action when discipline is warranted, but may be used in cases when regular disciplinary proceedings cannot or should not be used, and after attempts to encourage the student to initiate a Voluntary Leave have been exhausted. Involuntary Leave is available to protect the health and safety of the University Community and is not a penalty.

Grounds for Involuntary Leave

A student may be subjected to Involuntary Leave if there is evidence that the student's continued attendance presents an unreasonable risk of harm to members of the University Community. The leave will endure for a pre-determined period, or until the student no longer poses an unreasonable risk of harm, at which time the leave will end and the student will be reinstated. Grounds for Involuntary Leave include representing a significant threat to the safety and/or health of members of the University Community

Procedure

When the Conduct Administrator or designee receives credible information regarding a student's behavior, statements, or actions that may constitute grounds for Involuntary Leave, the Conduct Administrator or designee will meet with the student to review the reported behavior, actions, and/or statements. If the Conduct Administrator or designee has a reasonable basis to believe that the student meets the criteria for Involuntary Leave, he or she may take any of the following actions:

- Impose an immediate Emergency Administrative Leave if there is compelling evidence that the student poses high probability of substantial harm to others that cannot be mitigated by appropriate accommodations; and/or
- Require the evaluation of the student by an appropriate professional chosen by the University. The cost of the evaluation shall be paid for by the University. The evaluation shall be completed within 10 business days after the initial meeting with the Conduct Administrator or designee, unless an extension is granted.

Evaluation

In situations where a mandatory evaluation by a professional is expected, the student will be expected to sign written authorization to allow for the exchange of relevant information between the University and the evaluating professional. Failure to cooperate with the evaluation or sign the written authorization may result in a referral to the student conduct process. The professional making the evaluation shall assess the

student's ability to safely participate in the University's educational program. The assessment shall inform the Office of Student Affairs' determination of:

- The severity of risk posed by the student to the health and safety of members of the University community;
- The probability that potential harm may occur; and,
- Whether reasonable modification of policies, practices, and procedures will sufficiently mitigate the risk.

If the evaluation results in a determination that the student's continued attendance poses no significant threat to the health and safety of others, the University will take no further action under the Involuntary Leave policy.

If the evaluation results in a determination that the continued attendance of the student presents a significant threat to the health and safety of others, the University may refer the matter to the Student Affairs department and/or will conduct an Involuntary Leave hearing to make an individualized and objective assessment of the student's ability to safely participate in the University's educational program. The assessment will include a determination of the severity of risk posed by the student, the probability that potential harm may occur, and whether reasonable modifications of policies, practices, and procedures will sufficiently mitigate the risk. The student may provide evidence showing he or she should not be placed on Involuntary Leave. If the hearing determines it is more likely than not that there is a direct threat of harm to others based on a high probability of substantial harm, the student will be placed on leave from the University until it can be demonstrated that the student no longer poses a direct threat and has met all appropriate conditions for return.

Appeals of an Involuntary Leave will be handled in accordance with the Ashford University grievance procedures.

During the period of either Emergency Administrative Leave or during a time period of Involuntary Leave after assessment, the student is not permitted to participate in University courses or events, or be present in any University facility or on any campus, except by the express permission of the Conduct Administrator or designee.

Appeal of Involuntary Leave after Evaluation or Emergency Administrative Leave

In situations where a student is involuntarily withdrawn as a result of either an Emergency

Administrative Leave or as an action determined appropriate from the results of the assessment, a student shall be informed of his or her right to appeal the University's decision regarding the Involuntary Leave.

The appeal shall be in writing and directed to the VP/Campus Director (Clinton Campus modality) or the Vice President of Student Affairs, & Retention and Graduation (online modality) or designee and shall be received within ten (10) business days of the determination of the Involuntary Leave. Upon receipt of the appeal, the VP/Campus Director (Clinton Campus) or Vice President of Student Affairs, & Retention and Graduation (online) or designee shall set a hearing date no later than 15 business days after receipt of the appeal. The hearing shall be an informal proceeding and is not considered adversarial.

At the hearing, the student will be provided with the opportunity to review any evaluations utilized by the University in the determination to invoke the Involuntary Leave policy. The student will also be provided with the opportunity to present relevant information from his or her perspective. The student may be accompanied by a person acting as an advocate who may be a family member or friend or member of the University community. The VP/Campus Director (Clinton Campus) or the Vice President of Student Affairs, & Retention and Graduation (online) or designee will review all the information presented in the hearing and make a determination of whether to uphold the involuntary leave of the student or consider readmission to the University.

Readmission to the University

A student who is involuntarily withdrawn under the Involuntary Leave policy will have the opportunity to be reinstated according to the time period specified in the decision letter from the Conduct Administrator or designee. The University may impose conditions upon the re-enrollment status as appropriate.

Consequences to Course Grades and Tuition or Other Fee Charges

If the Involuntary Leave policy is invoked, the student will normally receive "W" grades (withdraw grades) in all courses in which he or she is currently enrolled, and will be considered eligible for a tuition credit upon re-enrollment. Regular tuition charges and other applicable fees will be refunded per the tuition refund policies outlined in the *Financial Information* section of this *Catalog*, based on the student's last date of attendance.

Student Concerns with Instructors

If a student has a concern with the instructor of his or her course, the student should first attempt to discuss his or her concerns with the instructor. If the student and instructor are not able to resolve the matter, the student may file an *Instructor Issues* form. An *Instructor Issues* form may be submitted based on the student's perception that any of the following conditions exist:

- Extended instructor absence from the classroom;
- Failure to respond to repeated attempts at communication*; or
- Detrimental behavior to a student's performance.

*If an instructor fails to respond to an email within 48 hours, then a student should submit a post in the "Ask Your Instructor" forum to verify that the email was received by the instructor, and allow the instructor an opportunity to respond (24 to 48 hours).

If a student wishes to appeal a final grade, the student must first discuss his or her concerns with the instructor who issued the grade. If a resolution cannot be found, then the student can proceed with filing a *Grade Appeal* form. Refer to the *Grade Appeal Procedure* in this section of this *Catalog*.

Instructor Issues Review Process

The Instructor Issues Review Process is an informal complaint procedure within the University intended to investigate situations in the classroom that may impact student success. The student must complete an *Instructor Issues* form to initiate this process and attach documentation supporting the concern.

The student's concerns will be thoroughly reviewed and the student will receive a confirmation/summary email from the Academic Issues Administrator. Then, within five (5) business days, the Academic Issues Administrator will complete an investigation and begin corrective actions, if applicable.

Lastly, the student will receive follow-up communication from the Academic Issues Administrator concerning the submitted *Instructor Issues* form. The communication will include a summary of findings and support for moving forward in the student's future courses at Ashford University.

Note: The University does not disclose confidential information about possible corrective action that may or may not occur in relation to a particular faculty member.

Grade Appeals

Basis for a Grade Appeal

Grades may be appealed based on the student's perception that any of the following conditions exist:

- An error was made in the calculation of the course grade.
- The instructor was incorrect with respect to an objective fact within the discipline and this error affected the student's final grade.

Students experiencing extreme temporary hardship during the last 25% of a course should request an incomplete grade through their instructor prior to the course end date. However, there may be extreme circumstances that prohibit a student from making this request prior to the conclusion of a course. To appeal for an "I" grade after the end date of a course, the student must fax or email the written grade appeal with official documentation of the hardship experienced. An incomplete grade or a grade of "W" may be approved and applied for the following documented reasons that directly impacted the student's ability to complete the course requirements or program during the last 25% of the course:

- Documented military duty that resulted in an inability to continue in the course or program;
- Documented personal or family* medical emergency;
- Documented act of nature;
- Documented death in the family*; or
- Documented temporary severe economic hardship.

Students who are administratively dropped from a course for not meeting attendance requirements are not eligible to receive an "I" grade. Students who are not able to complete at least 75% of the course prior to requesting an incomplete grade are also ineligible.

Note: Please refer to the *General Academic Information and Policies* section in this *Catalog* for complete details on Ashford University's *Incomplete Grade* policy.

*Family is defined as including husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child.

Grade Appeal Procedure

1. If the student believes there is an error with the final grade issued in the class, the student should first discuss his or her concerns with the instructor who issued the grade. The student must appeal to

the instructor in writing for reconsideration of the grade within seven (7) days of submission of the final grade.

2. If the student and instructor are not able to find resolution to the matter, the student can file a *Grade Appeal* form with the University, within fourteen (14) days of submission of the final grade. Grade appeals for online students will be reviewed by an Administrator in the Academic Resolution Department. Grade appeals submitted by Clinton Campus students will be reviewed by the College Dean or designee of the College in which the course is listed.

- Online students must submit the *Grade Appeal* form and documentation of communication with the instructor electronically to gradeappeals@ashford.edu.
- Clinton Campus students must submit the *Grade Appeal* form and documentation of communication with the instructor either electronically or in hard copy to the Dean of the College in which the course is taught.
- Students must be able to clearly identify and document either that:
 1. An error was made in the calculation of the final course grade, or
 2. The instructor was incorrect with respect to an objective fact within the discipline, and this error affected the student's final grade.
- If the student is unable to demonstrate an instructor error as described above, the final grade will stand and the appeal will be closed without any further review.

3. Once the *Grade Appeal* form and supporting documentation are collected and thoroughly reviewed, and if the student is able to demonstrate a possible error as described previously, an Academic Resolution Administrator will facilitate the communication between the student and instructor and attempt to find resolution for online students, while the College Dean or designee will facilitate the communication for Clinton Campus students.

4. If the student is able to demonstrate a possible error as described previously, and the communication between those involved has not resulted in a resolution, the following steps will occur:

- For online students, the Academic Resolution Administrator will forward the *Grade Appeal* form and supporting

documentation to the Executive Dean or designee. The Executive Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.

- For Clinton Campus students, the College Dean or designee may either make a final determination, or elect to convene a faculty committee to make a final determination of the final grade.

Tuition Credit Request Policy and Procedure

A tuition credit may be approved and applied for the following documented reasons that directly impacted a student's ability to continue in their course or program during the timeframe in which the course occurred:

- Documented military deployment that resulted in an inability to continue in the course or program*
- Documented emergency personal or family medical reasons
- Documented act of nature
- Documented death in the immediate family**
- Documented temporary severe economic hardship

Additional documented extenuating circumstances may also be considered. This process is accomplished by requesting a *Tuition Credit Request* form from the student's assigned Advisor.

*Students who experienced military deployment that resulted in an inability to continue in the course or program are also eligible for a tuition credit but should instead complete and submit a *Military Course Drop or Incomplete Request*. Please see *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* in the *General Academic Information and Policies* section of this *Catalog* for more information.

**Immediate family is defined as husband, wife, grandchildren, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, (step/adoptive) child, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, or grandparent.

Online Attendance Appeals

Basis for an Attendance Appeal in an Introductory Course

Students may appeal an administrative drop from an undergraduate introductory course, such as

EXP 105, due to unforeseen and extreme extenuating circumstances that directly impact the ability to meet attendance requirements. The appeal may be approved for the following reasons resulting in the inability to meet attendance requirements during the period of absence:

- Military deployment;
- Emergency personal or family reason;
- Work requirement;
- Act of nature; or
- Death in the family.

At the time of appeal, students must have also met the following requirements:

- Students must have attended at least once in the first seven days of the course. Thus, students may only appeal for an excused absence for Week Two (2) or beyond.
- Students must have a grade equivalency of a "C" or better in points earned for the course in which they are appealing attendance through the weeks prior to the missed attendance week as of the last date of attendance.

Note: Please refer to the *Online Undergraduate and Graduate Programs* sections in this *Catalog* for more details on Ashford University's *Attendance* policies. Please see *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* in the *General Academic Information and Policies* section of this *Catalog* for more information.

Attendance Appeal Procedure

- Students must submit their appeal to their Enrollment Services Advisor, University Advisor, or Student Advisor.
- Appeals must include an explanation of the event that occurred which resulted in the inability to meet the attendance requirement and a rationale for the appeal that is documented.
- If an appeal is approved, students will be reinstated in their course.

Appeal

Informal Hearing

To appeal an informal hearing outcome:

- Accused student may petition within three (3) business days of the date of the hearing outcome. Such petitions will be in writing and will be sent to the Conduct Administrator.
- To be granted an appeal, the accused student must state the specific basis of the request for

an appeal and indicate why he or she believes the informal hearing and/or outcome was fundamentally unfair.

- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - To assess whether a material deviation from written procedures impacted the fairness of the hearing;
 - To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
 - To assess whether bias on the part of a conduct committee member deprived the process of impartiality.

The Conduct Administrator or designee will have discretion over granting student appeals for informal hearings.

If a student is granted an appeal from an informal hearing, he or she will be granted a formal hearing with the Student Community Standards Committee. This formal hearing will be conducted in accordance to the Student Community Standards Committee formal hearing procedures as outlined in this *Catalog*.

Student Community Standards Committee Formal Hearing

To appeal a Student Community Standards Committee hearing outcome:

Accused students or complainants may petition within three (3) business days of the date of the hearing outcome. Such petitions will be in writing and will be delivered to the Director of the Conduct Administrator or designee. In Student Community Standards Committee cases that already involve the Director of the Conduct Administrator or designee, petitions will be delivered to the VP/Campus Director (Clinton Campus) or the Vice President of Student Affairs, & Retention and Graduation (online).

- If the reviewing body described previously determines that one of the five bases for appeal listed subsequently has been met, the reviewing body may either reconsider the original determination and/or sanction(s)

or refer the matter back to the Student Community Standards Committee for reconsideration. The reviewing body serves as the final level of review in the conduct matter.

- Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - To consider new information, unavailable during the original hearing, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - To assess whether a material deviation from written procedures impacted the fairness of the hearing;
 - To decide if a sanction(s) is substantially disproportionate to the severity of the offense and/or the cumulative conduct record of the student;
 - To assess whether bias on the part of a conduct board member deprived the process of impartiality.

Every opportunity should be taken to return the complaint to the Student Community Standards Committee for reconsideration, where possible. Where only one party to a complaint elects to appeal, all parties will be joined in the appeal process. Where the parties request appeals on different bases, those bases will be consolidated into one final appeal process. On appeal by any party to the complaint, Conduct Administrator or designee or the Student Community Standards Committee (by majority vote) may support or change a decision, increase, decrease, or modify a sanction. An appeal is not a rehearing, though witnesses may be called or parties questioned as necessary. The reviewing body will be deferential to the original decision maker, making changes to the finding only where there is clear error and to the sanction only if a compelling justification to do so exists.

Graduation/Completion Rates

In accordance with the Student Right-to-Know and Campus Security Act of 1990, Ashford University is pleased to share with you the following information on the graduation rates of our Fall 2008 cohort of full-time, first-time, degree or certificate seeking undergraduates.

As reported in the IPEDS graduation rates survey (GRS), during the Fall 2008 semester, 1,655 first-time, full-time, degree-seeking undergraduate students entered Ashford University. This population of students

includes both bachelor's degree seeking students and associate degree seeking students. 18% of these students had graduated from Ashford University within 150% of the normal time to complete their degree (as of September 1, 2014). Please contact the Registrar's Office with any questions.

While reviewing this information, please keep the following in mind:

- All graduation rates are based upon 3 years of attendance for Associate's programs and 6 years of attendance for Bachelor's programs, which equates to 150% of the normal completion time.
- We have elected not to report transfer-out rates because our University's mission does not include providing substantial preparation for students to enroll in another eligible institution without completing or graduating.
- These charts do not identify the reasons why our students withdrew; therefore, students who withdrew for personal or medical reasons are included.
- Graduation rates do not include students who left school to serve in the U.S. Armed Forces, on official church missions, or with a foreign aid service of the federal government, or students who died or were totally and permanently disabled.
- Please note that the graduation/completion rate does not include any student who attended a college or university after high school and then enrolled in Ashford University.

Graduation/Completion Rate by Gender	
Male	17%
Female	19%

Graduation/Completion Rate by Race or Ethnic Group	
American Indian or Alaska Native	(¹)
Asian	(¹)
Black or African-American	12%
Hispanic/Latino	14%
Native Hawaiian or Other Pacific Islander	(¹)
White, non-Hispanic	22%
Two or More Races	(¹)
Nonresident alien	(¹)
Race/ethnicity unknown	10%

Graduation/Completion Rate by Financial Aid Category	
Pell Grant Recipients	20%
Subsidized FFEL or Direct Loan Recipients (excludes Pell Grant Recipients)	21%
Neither Pell Grant nor Subsidized FFEL or Direct Loan Recipients	9%

Source: Institutional Research Services, 2015

(¹) Denotes fewer than 10 students, which is suppressed to protect the privacy of students.

Online Student Graduation Rates

The three-year graduation rate for online associate's degree seeking students is 12% based on all students in the 2010-11 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 33% based on all students in the 2007-08 entering cohort. The three-year graduation rate for online master's degree seeking students is 60% based on all students in the 2010-11 entering cohort.

For prior year enrollment and graduation rates, please refer to <http://assessment.ashford.edu> on the Ashford University website.

Student Body Diversity

Ashford University provides the following information regarding its student body. This information is based on data reported in the 2014-2015 IPEDS Fall Enrollment Survey.

Gender	Percentage
Male	30%
Female	70%
Race	Percentage
American Indian or Alaska Native	1%
Asian	1%
Black or African American	37%
Hispanic/Latino	9%
Native Hawaiian or Other Pacific Islander	1%
White, non-Hispanic	46%
Two or more races	3%
Nonresident alien	0%
Race and ethnicity unknown	2%
Pell Grants	Percentage
Students who received Pell Grants	76%

(Source: Institutional Research Services, 2015)

Alumni Employment Information

Please visit www.ashford.edu/alumnistatistics.htm on the Ashford University website for information regarding Ashford University alumni employment statistics. Alumni statistics include types of employment obtained by Ashford University graduates and employment rates.

Retention Rate

The retention rate for First-time/Full-time freshmen at Ashford University beginning in Fall 2013 was 42%.

(Source: IPEDS Fall Enrollment Survey 2014–2015)

SECTION THREE

STUDENT SERVICES, HEALTH, AND SAFETY

Student Services

Ashford University has a commitment to the educational goals of a regional, national, and international student population. This mission, shared by the entire University community, is that students live and learn in an environment that fosters a supportive and caring community. The Office of Student Affairs makes every attempt to meet the needs of the University's globally diverse students through various programs designed to enhance the experience of all students.

The University provides a wide range of student-centered services. Many are part of the Office of Student Affairs, while others are provided elsewhere throughout the University. Services provided are subsequently detailed.

Website

Ashford University's website, www.ashford.edu, provides students with up-to-date information about academic offerings and student events.

Student Affairs Resources

The Office of Student Affairs develops, implements, and continually evaluates the University's living and learning programs and services offered to University students. These programs and services are actively integrated throughout the University and encompass values that enhance and enrich the moral, intellectual, spiritual, and psychological growth of the whole student. The office includes the Associate Director of Student Affairs, Career Development and Activities, Student Activities, Residence Life, Disability Support Services, Alumni, Clinton Campus Public Safety, University Retention Services, Career Lab, Student Center, Clare's Corner, Orientation, and Health Service Referrals.

The Student Affairs Office works in collaboration with Clinton Campus Public Safety to coordinate student ID/Access Cards. In addition, the Student Affairs Office also coordinates the health information forms.

Students are encouraged to contact the Student Affairs Office with any questions or concerns.

Career Services

Career Services provides individual and group coaching services and self-directed resources for active, degree-seeking students and alumni. Some of the services offered include career exploration tools, resume and cover letter guidance, interview preparation, job search assistance, access to job postings and internships, and career self-assessments.

Through skills and personality assessments, individuals may explore their interests, abilities, values, and career options and goals. More information can be found on Ashford University's website at www.ashford.edu/student_services/careerservices.htm.

For active degree-seeking students attending Clinton Campus, Career Services hosts various events to provide assistance with job searching, interview experience, job shadows, and the opportunity to explore the current job market. Services are also provided via career services workshops on a variety of career-related topics and networking opportunities.

Alumni Services

As a graduate of Ashford University, alumni will receive a complimentary membership in the Ashford University Alumni Association (AUAA). This membership in the AUAA entitles alumni to valuable benefits including: career and professional development webinars, continued access to career services, discounts on select products and services, access to online social communities such as Facebook and LinkedIn, and a *Connections Magazine*, the official digital Ashford alumni magazine.

Limitations Regarding Career and Alumni Services

Ashford University does not guarantee employment to any applicant as a result of his or her application, acceptance, attendance or graduation in any program. Ashford University does not verify the content of job postings that are presented on the career services webpage of the University website, and therefore makes no representations or guarantees about the accuracy of positions or contact information listed on the University website. Ashford University is not responsible for consequences that may follow from application to jobs listed on the University website. The inclusion of an employer's job posting on this site shall not be construed as an endorsement of the employer (or of any religious or political point of view promoted by the employer) by Ashford University or any of its affiliates, and does not constitute a guarantee that a job is available with a given employer.

It is the responsibility of the student or alumnus to perform his or her own careful background research when selecting a position, evaluating an employer, interviewing for, or accepting any position. It is the sole responsibility of the student or alumnus to obtain or confirm any necessary information concerning an employer. Ashford University is in no way responsible for the safety, wages, working conditions, or other aspects of employment.

Ashford University's website also contains links to other websites as a convenience for its users and is not responsible for the contents of any linked site. Anyone who discovers misuse or abuse of our website is encouraged to report the matter to the Office of Career Services, either in person or via CareerServices@ashford.edu.

The Office of Career Services abides by the principles of professional conduct set forth by the National Association of Colleges and Employers (NACE).

The Office of Career Services is committed to partnering with employment professionals that comply with the Equal Employment Opportunity (EEO) laws in all recruiting activities.

The University's programs and services are designed to prepare students and graduates to pursue employment in their field of study or related field; however, the University does not guarantee that students or graduates will be placed in any particular position or employment. Any statistics referenced on the University website and attributed to a source other than Ashford University have not been independently verified by Ashford University.

Employment Services

Ashford University does not guarantee employment to any applicant as a condition of their application, acceptance, or attendance in any program. Ashford University does not promote employment services or make student referrals to prospective employers based on direct contact with the employer regarding current job openings to any student attending Ashford University online programs.

Academic Advisement (Online Modality)

Ashford University has supportive faculty and staff members in the online modality who work with each student to help support the student's success at the University. Advising is managed by a staff Student Advisor and based on academic policies set by faculty and operational procedures that uphold consistency and service to students.

A Student Advisor is assigned to each degree-seeking student upon enrollment. This approach provides students with an available point of contact for academic and administrative direction. The advisor assists the student in course scheduling/registration, developing a degree-completion plan, and clarifying University policies and procedures.

Registrar's Office

The Ashford University Registrar's Office works closely

with members of the admission, academic, and student services departments to facilitate inclusive student recruitment and retention efforts in compliance with regulatory requirements. This office collects, records, maintains and reports all student records in accordance with FERPA guidelines, e.g., grades, attendance, registration information, transcripts, and student academic progress. The Registrar's Office determines student admissibility by reviewing student's admission application as well as requesting and evaluating all student transcripts to determine applicability to programs. Program change requests, name changes, official and unofficial transcript requests and graduation functions are all handled by the Registrar's Office. Students in need of these services should contact the Registrar's Office for more information.

Students who attempt coursework access their final grade information on their Ashford University Student Portal.

Student Portal

Ashford University students use the Student Portal as a self-service resource center. The Student Portal provides one location for students to access and print versions of their schedule, degree progress report, and ledger card; access additional learning resources; receive important information regarding the University; and connect with their advisors. Online students also use the Student Portal to access the online classroom. Additionally, the Student Portal allows students to do the following:

- Make payments online;
- Use a GPA calculator;
- Download copies of their unofficial transcripts;
- View their financial aid award information;
- Generate financial receipts; and
- Receive important alerts and news regarding the University.

Student Organizations

The University offers many opportunities for students to become involved in clubs and organizations on campus. Clinton Campus organizations include, but are not limited to, service organizations, religious groups, special interest groups, special event planning committees, support groups, honor societies, and recreation clubs. Anyone interested in forming a club or organization on campus should contact the Student Activities Office for more information. For a full list of campus organizations, please refer to www.ashford.edu/student_services/organizations.htm.

Online student organizations are also available. For a full list of online student organizations, please see www.ashford.edu/student_services/online-organizations.htm. Information about getting involved in an online student organization or creating a recognized student organization can be obtained by emailing studentorgs@ashford.edu.

Residence Life

The Residence Life Program seeks to create a living and learning environment in which students, faculty, and staff benefit from the scholarly exchange of insights, ideas, and experiences. To this end, the University adheres to a residence requirement for the Clinton Campus to provide adequate time for such an exchange and for the student's development both inside and outside the classroom. See *Residence Life Guidebook* for more information regarding Residence Life policies.

The residence halls are an integral part of the total education program for students. Therefore, to develop a student-centered, group-living experience that encourages self-responsibility for decisions, behaviors, and a sense of community among all residents, students need to comply with all policies and regulations. Each resident, as a member of the overall residence hall community, is required to attend all hall and floor meetings.

The philosophy of the Residence Life Program is designed to complement and enhance the educational mission of the University. This philosophy is based on self-governance within a matrix that includes the Student Affairs staff, the Student Community Standards, the Residence Life staff, and the Hall Council and Cabinets. Within this structure, the Clinton Campus Associate Director of Student Affairs and Hall Coordinators foster self-governance by working closely with the residents and student staff as educators, mediators, and advisors. The Associate Director of Student Affairs oversees the Hall Coordinators and Resident Assistants, as well as the development and implementation of residential policies in conjunction with the Director of Student Affairs.

The overall Residence Life Program is committed to:

- Providing a support system of professional staff and paraprofessional student staff who work to promote respect for individual differences, while encouraging residents to meet academic goals and the many social and emotional needs of a positive University residence hall community;
- Placing an emphasis on living and learning as

a community, while teaching residents how to take responsibility for their own actions and resolving their own problems;

- Providing opportunities for residents to experience a balance of educational, recreational, cultural, and social programs within the halls; and
- Encouraging residents to govern themselves, within their living and learning environments, by providing guidelines and regulations.

The University residence halls are available by granted access to all members of the Clinton Campus community. The halls provide lounges, reception, and living accommodations for all residential students. Durham Hall and Regis Hall serve the residential needs of the University. All rooms are equipped with beds, storage space, desks, and chairs. Each room is Internet and cable ready. Indoor and outdoor recreational facilities, designed to enhance the living and learning environment, are centrally located and open to all residents of the Clinton Campus community (e.g., sand volleyball, basketball, etc.).

Students are strongly encouraged to play an active role in all aspects of the hall's functioning. Hall Council and Cabinets fosters community within and between each hall through a governing structure that includes student staff members, residents of each hall, and the Clinton Campus Associate Director of Student Affairs. Hall Council and Cabinets is an organization that serves as the representative body for resident students and provides many excellent opportunities for students to become involved. A liaison between the Residence Life Office and the residents, Hall Council and Cabinets provides the residence hall community with educational, social, cultural, and programming opportunities.

Student Center

The Student Center is located in St. Francis Hall, and is designed for meetings, social events, and an opportunity to gather, socialize, and relax. The Student Center features a television lounge with an unattached activities area. The space is available for both commuter and residential students. Clare's Corner provides a snack bar environment for all students and it serves as an alternative dining option for residential students. Vending machines and a microwave are also available for student use. Students who use the lounge are asked to respect the rights of others by keeping the area neat and clean.

Departments, organizations, or individuals wishing to schedule an activity, event, or information table within the Student Center must contact the Student Affairs Office for reservation information.

Durgin Educational Center

The Durgin Educational Center includes the University gymnasium (Kehl Arena) and the Golinvaux Fitness Center and provides facilities and equipment for recreational and physical education activities, both organized and informal.

The University gymnasium is open for student use, dependent on scheduling; physical education classes, intercollegiate athletics, and intramural athletics shall have first priority for use. Special events occasionally require the temporary closing of specific areas. Students should check the area bulletin boards or ask at the athletics offices regarding any closings.

The Golinvaux Fitness Center offers state-of-the-art facilities for full body workout and exercise including free weights, plyometric boxes, aerodyne bicycles, elliptical machines, and treadmills. Hours will be posted. The Fitness Center is closed during all University athletic home events at Kehl Arena. Students should check the Fitness Center bulletin board for event schedules and facility closings.

The Fitness Center is open only to the following individuals: registered Ashford University students, alumni of the University who have an earned degree, and faculty/staff of the University and their families. Upon request, a valid Ashford University student ID/ Access Card must be presented for admission to the Fitness Center and to all other areas of the Durgin Educational Center. (Family members under the age of 16 must be accompanied by an adult.) All users of the Fitness Center are required to sign in upon arrival.

Note: Use of Durgin Educational Center is allowed only during posted hours, with the exception of sports teams supervised by coaching staff.

Food Service

The food service at the University is operated by AmeriServe, Inc. AmeriServe operates two dining options for the University: the main dining hall and Clare's Corner.

Dining Hall

Payment for a meal is required for admission to the Dining Hall. Meals are served primarily in the Dining Hall (lower level of St. Clare Hall) during the following times:

Monday - Friday:

Breakfast: 7:00 a.m. - 9:00 a.m.

Continental Breakfast: 9:00 a.m. - 9:30 a.m.

Lunch: 11:00 a.m. - 1:30 p.m.

Dinner: 4:45 p.m. - 6:30 p.m. (Monday - Thursday)

Dinner: 4:45 p.m. - 6:00 p.m. (Friday)

Saturday - Sunday:

Brunch: 11:30 a.m. - 12:30 p.m.

Dinner: 4:45 p.m. - 6:00 p.m.

Note: Dining hours and services are subject to change and may not be available during scheduled holidays and breaks.

The University board program provides three meals per weekday, Monday–Friday, and brunch and dinner on the weekend. All resident students must participate in the University's board program plan. Each meal, whether it is breakfast, lunch, brunch, or dinner, is deducted from the total number of meals. Unused meals are not carried over and are nonrefundable and nontransferable.

No food or tableware can be taken from the Dining Hall. Requests for meals for resident students who are ill or who have university-related conflicts must be made through the Food Service Director.

Special Diets: If a resident has any special dietary needs, food service will attempt to tailor a program to those needs. Please inform the Food Service Director in writing. Vegetarian and low-fat items are always offered on the daily menu.

Nonresident/commuter students wishing to eat in the Dining Hall may purchase a meal plan or pay for each meal at the door before entering. Contact the Campus Public Safety Office for more information.

A valid Ashford University student ID/Access Card must be presented by resident students for admission to the Dining Hall. Lost or stolen IDs should be reported to the Student Affairs Office immediately. Replacement cards may be obtained for a fee.

Clare's Corner

Clare's Corner offers a snack bar environment for all students and it serves as an alternative dining option for residential students. Residential students may use their student ID/Access Card in Clare's Corner under their meal plan offered by the University. Commuter students may either purchase food items or utilize the vending machines. A microwave is also available for student use.

Clare's Corner operates during the following times:

Monday - Thursday: 10:00 a.m. to 8:00 p.m.

Friday: 10:00 a.m. to 3:00 p.m.

Note: Services are subject to change and may not be available during scheduled holidays and breaks.

Online Bookstore

Students in the online modality can order books, memorabilia, and supplies through the online bookstore. Students can access the online bookstore

through Student Portal or through the Ashford University website at www.ashford.edu.

Clinton Campus University Bookstore

School supplies, University memorabilia (including insignia clothing and souvenirs), and limited personal supplies are available at the University Bookstore.

Textbooks for the Clinton Campus courses may be obtained utilizing the MBS Direct site provided to campus students. Ashford University has partnered with MBS Direct as the official textbook supplier for Iowa campus students.

Clinton Campus Bookstore Refund Policy

Textbooks purchased from MBS Direct at the beginning of each semester may be returned for a full refund, subject to the following conditions:

- Students have until the last day of the drop/add deadline to return texts for classes they have officially dropped. Refunds will be issued from MBS Direct in the same manner the original payment was made (cash, check, credit card or charge to student ledger card).
- New books must be free of all markings and in original wrap (if originally wrapped).
- Defective books will be replaced as an even exchange.

Clinton Campus Book Buyback Policy

During the last two days of final exams at the end of each semester, the Bookstore will hold a textbook buyback opportunity. Students should bring all textbooks to the buyback unless the books will be kept for future reference. Textbooks will be purchased if:

- The book will be used during the following academic year by Ashford and MBS Direct does not have sufficient texts in stock for the anticipated class enrollment; or
- The textbook supplier conducting the buyback has other customers requesting the textbook.

The Bookstore reserves the right to refuse to buy back any book not in resale condition.

Workbooks, lab manuals, mass market paperbacks, and study guides will not be bought back by the Bookstore.

The Bookstore does not guarantee that any textbooks will be bought for any specific price. Price paid for texts are determined by the textbook supplier based on market conditions. Payment is made in cash at the time the texts are accepted for buyback. New editions and the selection of textbooks for student use are beyond the control of the University Bookstore management.

Student Activities

Students attending the University on the Clinton Campus can choose from a variety of activities to participate in as part of their University experience. Some of these activities are subsequently detailed.

Student Activities Office

The Student Activities Office provides support, resources and advice to assist students in planning programs and developing organization and leadership skills. The Office works closely with the Clinton Campus Associate Director of Student Affairs, the Student Government Association, Ashford University Activities Board, and student organizations in the programming of student activities.

The Student Activities Office is also responsible for coordinating many of the University's "learning and living" co-curricular activities and events, both on and off the Clinton Campus. The philosophy of the office centers on a holistic approach to education, one in which high standards and expectations are placed upon students toward the development of mind, body, and soul. The Office's key principle is that of community involvement: a concept through which students, faculty, and staff actively participate in the mission of the University, shaping its image and making the student's University experience even more meaningful and successful for all members of the community.

Student Activities Office events include Welcome Week and Homecoming. The Office also coordinates events such as movie nights, bowling, comedians, and other such entertainment. Additionally, the Student Activities Office provides support services and resources to all students and student clubs in the area of leadership development. The Office works directly with the Student Government Association, student organizations, and other clubs in coordinating activities and events.

Recreational Program

The recreational program is intended to allow all current students, faculty, staff, and their spouses to become involved in recreational activities regardless of skill level or past experience, in order to develop a lifetime interest in recreational activities and to maintain a healthy lifestyle. The recreational program is student run and is coordinated by the Student Activities Office. In addition to participating, students serve as event supervisors, league commissioners, officials, floor athletic directors, and team captains. For more information, contact the Student Activities Office.

Student Government Association

The Ashford University Student Government Association provides a means of expression for the student body and an opportunity for students to participate in and share the responsibility for student life. All Clinton Campus students automatically become members of the Student Government Association with their payment of the University activity fee. The nonrefundable activity fees comprise the budget of the University Student Government Association. The activity fees subsidize the cost of events sponsored by the Student Government Association.

The Student Government Association is the representative body of the students and directs student elections, social and cultural activities, and special events. Any department, group, or individual who wishes to sponsor an entertainment or social activity for students is asked to coordinate the event with the Student Government Association. For more information, contact the Student Government Association President.

The Student Government Association consists of the following:

- Executive Officers, who are elected in the spring of the previous academic year. The Student Government Association, with guidance from the Clinton Campus Associate Director of Student Affairs, shall decide the number and specific titles of these positions.
- Senators representing a cross-section of the student body.
- One representative from each recognized club/organization.

Student Government Association Mission Statement

We are dedicated to representing the student body with integrity, by the following standards:

- We are dedicated to a commitment to our vision while creating partnerships with a sense of personhood.
- We are dedicated to knowing the strengths and weaknesses of ourselves and applying them while keeping the diversity of the students in mind.
- We are dedicated to being academically and socially sound role models.
- We are dedicated to an awareness of diversity and take pride and embrace our differences.
- We are dedicated to the intellectual and emotional growth of ourselves and the student body we represent.

Clinton Campus Publications

The Clarion: The University publishes a student newspaper called *The Clarion*. This publication offers interested students the opportunity to participate in various aspects of newspaper production including reporting, writing, editing, layout, photography, advertising, and management. All students are invited to apply for a position on the newspaper staff. Students enrolled in the News Writing course may earn limited academic credit for serving on the newspaper staff.

Athletics

Intercollegiate Athletics

Athletic activities at the University include men's and women's basketball, soccer, indoor and outdoor track and field, men's baseball, and women's softball and volleyball. The University is a member of the National Association of Intercollegiate Athletics (NAIA) and has conference affiliation in the Association of Independent Institutions. To participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credit hours, attain the prescribed grade point average, and have accumulated a specified number of credit hours. Details regarding athletic eligibility may be found in the *Student Athlete Handbook* or by contacting the Athletics Office.

Additional Clinton Campus Student Information

Signs and Posters

The posting of signs and posters for clubs, organizations, and activities on and off campus; community events; or publicity information must be approved through the Student Affairs Office. All items must be stamped and initialed prior to posting. The Student Affairs Office reserves the right to remove any item(s) posted improperly. Requirements for the posting of signs and posters are subsequently shown.

- Signs and posters may be displayed on designated bulletin boards, cork strips, or non-painted surfaces only. Posting is prohibited on campus buildings, trees, cars, sign posts, windows, glass doors, and painted surfaces without special permission from the Student Affairs Office.
- Please use masking tape (not transparent tape), tacks, or appropriate hardware to display signs and posters. All signs and posters should be removed within 24 hours after the event advertised.
- Items posted should be legible and attractive. The club, organization, or event moderator

should check signs/posters made by students for grammar, spelling, and appropriateness of content.

- The posting of notices and/or advertisements that include the sponsorship, distribution, consumption or sale of alcohol at an event/function, whether held on or off campus, is strictly prohibited. The distribution of such notices and/or advertisements into campus mailboxes is prohibited.

Note: Prior to posting, employment notices, job openings, and other career-related items must be approved by the Campus Associate Director of Career Services or the Student Affairs Office.

Lost and Found Articles

The Student Affairs Office works with Campus Public Safety regarding lost and found items. The lost and found service is located at the Information Desk, second floor, St. Clare Hall. Students should check with the Information Desk for missing items or to turn in items found on campus.

The University does not accept responsibility for the loss of students' possessions and advises students to secure their items properly. Any suspected thefts should be reported immediately to the Campus Public Safety Office so that a description of the missing property can be circulated.

Publicity and Photo Release

All media releases of information originating from the University should be channeled through the Communications Office. Media inquiries directed toward students, faculty, and staff at the University are to be directed to the Communications Office, and administrators, faculty, staff, or students who are contacted directly by the media should refer the media to the Communications Office. Comments should not be given to the media until the Communications Office has been contacted.

All students authorize the University to record and use their names, images, likenesses and voices in all media, for instructional or promotional purposes, unless a written request to withhold directory information is on file in the Registrar's Office.

Students, faculty, and staff are encouraged to inform the Communications Office about newsworthy events and developments regarding class and campus events of interest. Students should also contact their advisers regarding newsworthy information.

General Main Campus Information

Ashford University's San Diego Campus is located at 8620 Spectrum Center Blvd, San Diego, CA 92123. There is one 11-story building consisting of approximately 273,764 square feet. The building is leased through February, 2020 to support the administrative functions of Student Services, Financial Aid and Services, Academics, Enrollment Services, Student Affairs, Planning and Effectiveness, Faculty, and Executive/Senior Management.

General Clinton Campus Information

General Hours of Clinton Campus Facilities

General campus office hours are 8:00 a.m. until 4:30 p.m. Monday through Friday. Hours of operation for each department and facility will be updated and posted on campus throughout the academic year. No one will be allowed to use a campus facility after the posted hours end.

Physical Clinton Campus Facilities

Ashford University's Clinton Campus is located in Clinton, Iowa, at 400 N. Bluff Blvd, Clinton, IA, 52732. There are seven major buildings on the 16-acre Bluff Campus: Durgin Educational Center, St. Clare Hall, Flora S. Lowe Library, Durham Hall, St. Francis Hall, Ladd Science Building and Regis Hall. Durgin Educational Center is a multipurpose center designed to meet the academic, athletic, recreational and social needs of students. St. Clare Hall, the administration building, contains administrative offices, classrooms, faculty offices, the Dining Hall and conference rooms. The Library is the center for books, periodicals, audio-visual materials and research services and houses the Flavian Achievement Center. St. Francis Hall houses the Student Center, Admissions Office, Student Affairs Office, Bookstore and St. Francis gymnasium. The Ladd Science Building includes classrooms, faculty offices and laboratories. Durham Hall and Regis Hall are Ashford's two residence halls. For a campus map and additional information about the physical campus facilities, please visit the Ashford website at www.ashford.edu/student_services/campus_life.htm.

Located on the 128-acre site of the former Clinton Country Club, Ashford's South Campus includes an artificial-turf soccer field and outdoor track for both the men's and women's programs. The Athletic Complex is located at 1650 South 14th Street, Clinton IA 52732.

Campus ID/Access Cards

Each Clinton Campus student receives a campus Student ID/Access Card. Access Cards are generally obtained through the Clinton Campus Public Safety

Office at the beginning of each semester. The campus Access Card is required for electronic building access after normal business hours; check out of Library materials; use of Transportation Shuttle Busses; admission to University social, cultural, and athletic events; access to the University Fitness Center; and access to the Dining Hall for those students on a board plan.

An Access Card is nontransferable. Suspension of activity privileges and access to the Dining Hall and Fitness Center may be imposed if an Access Card is used by anyone other than the person to whom it was issued.

Replacement Access Cards may be obtained through the Clinton Campus Public Safety Office; a \$40.00 fee will be charged for replacement cards. A student who withdraws from the University must return his or her campus Access Card to the Clinton Campus Public Safety Office.

Student Mailboxes

All resident students are assigned a campus mailbox. This mailbox may remain the same for the duration of the time a student is enrolled at the University. Faculty, staff, administration, and students may use these mailboxes to communicate with individual students. All students are responsible for checking their mailboxes frequently. A fee is charged if a key needs to be replaced. Vandalism of student mailboxes will be considered a criminal trespass. U.S. Postal delivery service is provided to resident students within their regular student mailboxes. Please contact the Business Office with any problems or questions.

Locker Sign-Up

Lockers are available for any student; a locker sign-up sheet is kept in the Student Affairs Office. A student may select any empty locker for his or her use and must indicate the locker number chosen on the sign-up sheet. Lockers in use without proper sign-up may be subject to lock removal. The student who selects a particular locker is responsible for making sure that locker is cleaned out. Anything left in lockers at the end of an academic term may become the property of Ashford University.

Health Information

Drug Free Schools and Communities Act Program

Students may obtain information on the illegal possession, use, or distribution of alcohol and illicit drugs, as well as the University's standards of conduct,

associated health risks, drug or alcohol counseling and treatment programs, University disciplinary actions, and federal, state, and local sanctions for violations of law by viewing the Drug Free Schools and Communities Act Program Report, located on the Ashford University website at www.ashford.edu/DFSCA.

Counseling, Treatment, and Rehabilitation Programs

The following national toll-free telephone numbers are provided to assist any member of the University who may require assistance in dealing with a drug or alcohol problem.

- American Council on Alcoholism
(800) 527-5344: Addresses alcoholism as a treatable disease through public education, information, intervention, and referral;
- Al-Anon
(888) 425-2666: Helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend; and
- The Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline (800) 662-HELP/(800) 662-4357/(800) 487-4889 (TDD): Provides information, support, treatment options, and referrals to local rehab centers for any drug or alcohol problem.

Help Lines/Hotlines

24 Hour National Suicide Prevention Lifeline/
Veterans Crisis Line (800) 273-TALK (8255)
TTY Line: (800) 799-4889

24 Hour National Domestic
Violence Hotline (800) 799-SAFE (7233)
TDD Line: (800) 787-3224

American Social Health Association:
STI Resource Center (800) 227-8922

CDC National AIDS Hotline/
National STD Hotline (800) CDC-INFO
(232-4636)

National AIDS Hotline for the Hearing Impaired
TDD Line: (888) 232-6348

24 Hour National Alcohol & Substance
Abuse Information Center (800) 784-6776

Gay and Lesbian National Hotline (888) THE-GLNH
(843-4564)

The Youth Law Hotline (IA) (800) 728-1172

Poison Control Center (800) 222-1222

National Child Abuse Hotline (800) 4-A-CHILD
(422-4453)

Emergency (police, fire, and rescue) 911

Other Important Telephone Numbers

Director of Clinton Campus Security
& Safety/University Security (563) 242-4023 ext. 13052

Clinton Campus Help Services
Numbers and Hotlines:

**Clinton YWCA Domestic Violence/
Sexual Assault Resource Center**
317 7th Avenue South, Clinton, IA 52732

Website: www.ywcaclinton.org

Clinton County Office (563) 242-2118

Jackson County Office (563) 652-4162

Transitional Housing Program (563) 242-2118

Fax: (563) 244-8341

Alcoholics Anonymous/Narcotics Anonymous
250 20th Avenue North, Clinton, IA 52732

Website: www.aaquadcities.com

Phone (563) 242-8136

Center for Alcohol and Drug Services
4869 Forest Grove Road, Bettendorf, IA 52722

Website: www.cads-ia.com

Phone (563) 332-8974

**Center for Alcohol and Drug Services - Intake
Outpatient Administration**
1523 South Fairmount Street, Davenport, IA 52808

Website: www.cads-ia.com

Phone (563) 322-2667

Center for Alcohol and Drug Services - Country Oaks
12160 Utah Avenue, Davenport, IA 52804

Website: www.cads-ia.com

Phone (563) 326-1150

Bridgeview Community Mental Health Center
638 South Bluff, 2nd Floor Bluff Bldg, Clinton, IA 52732

Website: www.bridgeviewcmhc.com

Phone (563) 243-5633

Sexual Assault/Battered Women
(24-Hour Hotline) (563) 243-7867

Women's Health Services
2635 Lincoln Way Clinton, IA 52732

Website: <http://womenshealthservicesia.net>

Phone (563) 243-1413

Iowa Suicide Prevention Hotline/ Foundation 2 Crisis Center

1714 Johnson Avenue N.W. Cedar Rapids, IA 52405

Website: www.foundation2.org

Phone (800) 332-4224/(319) 362-2174

Quad Citians Affirming Diversity (QCAD)

1608 2nd Ave. Rock Island, IL 61201

Phone (309) 786-2580

Family Resources Inc., Wittenmyer Youth Center/ Leslie East

2800 Eastern Avenue, Davenport, IA 52803

Website: www.famres.org

Phone (563) 326-6431

Genesis Multiple Addictions Recovery Center (MARC)

West Central Park at Marquette, Davenport, IA 52804

Website: www.genesishealth.com

Phone (563) 421-1000

New Life Outpatient Center Inc.,

Paul Revere Square, Suite 2000 North, 2322 East
Kimberly Road, Davenport, IA 52807

Website: www.newlifeopc.com

Phone (563) 355-0055

For Non-emergency Help:

Student Affairs Office

(Mon-Fri 8:00 a.m.-4:30 p.m.) (563) 242-4023 ext. 27150

After office hours, please call:

Clinton Police Department (563) 243-1458

Director of Campus

Security & Safety (563) 242-4023 ext. 13052

Smoking Policy

The University complies with the Iowa Smoke-free Air Act. Smoking is prohibited on the University's Clinton Campus. All smokers should be respectful of their fellow University members by disposing of their waste in the proper container.

Health and Wellness Requirements

All students attending on-campus classes are required to complete an *Emergency Contact* form and return it to the Student Affairs Office prior to their first day of classes. Students are responsible for notifying the Student Affairs Office if there are any changes to the *Emergency Contact* form thereafter.

All new on-campus resident students are required to have an updated *Student Immunization Record* form on file with the Student Affairs Office prior to moving into the Residence Halls. Students participating in intercollegiate athletics are required to have a physical examination each academic year. This physical must be completed before the student begins athletic practice. All information provided is confidential and kept on file in case of a campus emergency.

Health Insurance Requirements

It is recommended that all resident students maintain full health insurance that includes coverage for major medical events and hospitalization and to know the details of their coverage and policy numbers. Students are responsible for their own health and accident insurance. Students participating in intercollegiate athletics, as well as active physical education classes, are required to have full health and accident coverage through either a family or individual policy. Resident international students must purchase health insurance that provides coverage in the United States.

The University provides referrals to insurance plans, through a third-party vendor, for on-campus students. Details concerning insurance plans are available in the Office of Student Access and Wellness. Students must sign up for coverage to be eligible. **Exclusions and limitations apply.** The University will not be held responsible for medical bills that are incurred by students. It is the student's responsibility to maintain adequate medical insurance coverage.

Campus Accessibility for Students with Disabilities

Use of Mobility Devices

Ashford University will maintain facilities accessible to persons with disabilities in compliance with the Americans with Disabilities Act, as amended. Individuals with disabilities who utilize power driven mobility devices, (e.g., any mobility device powered by batteries, fuel, or other engines—whether or not designed primarily for use by individuals with mobility disabilities—that is used by individuals with mobility disabilities for the purpose of locomotion, including golf cars, electronic personal assistance mobility devices [EPAMDs], such as the Segway® PT) may do so within University facilities only when operation of such mobility devices does not pose a substantial risk of harm to students, faculty, staff, or visitors to the campus. Use of power driven mobility devices for the purpose of ambulation between University facilities is permitted. Storage of power driven mobility devices within University facilities should not impede path of travel for pedestrian traffic areas. Responsibility for the

securing of power driven mobility devices resides with the user. The University does not accept responsibility for damage, loss, or theft of property stored on its premises.

Use of Service Animals

Service animals, performing a specific task for an individual with a documented disability, are welcome in all University facilities and in all activities of the University. If it is not readily apparent that an animal is a service animal, or the service animal does not have visually identifiable apparel, apparatus, or other evidence that the animal is a service animal, faculty and staff may ask to confirm that the animal is a service animal.

A service animal, as defined by the Americans with Disabilities Act (ADA), is a guide dog, signal dog, or other animal (generally a dog) individually trained to do work or perform tasks in support of a person with a disability. An animal whose sole function is emotional support does not qualify under this definition.

Students and visitors to the University are responsible for the care and supervision of the service animal while on University premises or while engaged in University activities. Care includes, but is not limited to, feeding, toileting and hygiene.

Health and Wellness Referrals

University life presents many new challenges and situations that individuals may not have experienced previously. While many of these experiences may be welcomed, they may also overwhelm and/or leave one feeling confused, discouraged, and anxious.

The Office of Student Access and Wellness provides assistance utilizing short term counseling, as well as a wellness approach for the student population and hosts many special events/workshops on health or wellness related areas. The Office will also provide information on human services in the local area and provide assistance with study habits, time management, stress management, communication, problem solving, transition to college, and many other college success topics. The Office will also make referral to short term counseling provided by the Student Assistance Program for students in need of emotional support or guidance.

Student Assistance Program

The Student Assistance Program is a service available to Clinton Campus students at no charge and provides confidential counseling via telephone 24 hours per day, 7 days a week, or in person during regular business hours. The program counselor at the Student Assistance Program may refer a student for limited

visits with an area network mental health provider or assist the student with locating resources within the community. The program can assist with issues such as budget and debt assistance, new parent transition, relationships, depression, anxiety, substance abuse, and any other relevant concerns. Additional information about the Student Assistance Program can be located in the Student Affairs Office.

Medical Care

The City of Clinton has several medical clinics including the following:

- Medical Associates, 915 13th Ave. North (at the corner of 13th Ave. North and Springdale Drive), (563) 243-2511; and,
- Mercy Medical Center (hospital), located at 1410 North 4th Street, (563) 244-5555.

Health Alerts, Communicable Disease Control, and Needle Safety Procedures

The University recognizes its responsibility to exercise reasonable care in protecting students, faculty, staff, administrators, and visitors from health dangers while on the campus. In April 2004, a bill was passed by the State of Iowa relating to distribution and collection of data regarding Meningococcal Disease vaccination. Colleges and universities are now mandated to inform all students who are enrolled in an institution of higher education that has an on-campus dormitory or residence hall of the Meningococcal Disease vaccination, the annual Anonymous Data Collection for the Iowa Department of Public Health, and the location where students can find out more information about Meningococcal Disease (American College Health Association website, www.acha.org). Questions should be directed to a health care provider.

The Centers for Disease Control and Prevention and the United States Public Health Service report procedures and recommendations for dealing with communicable diseases. The University uses such guidelines in determining reasonable care on a case-by-case basis. Students who know or suspect they may have a communicable disease should contact the Associate Director of Student Affairs so that reasonable care and protection can be assured to them and to others.

Resident and on-campus commuter students taking medication routinely administered by injection, such as insulin, must contact the Office of Student Affairs for access to and proper disposal and replacement of a sharp disposal container for used needles and syringes. This container is a requirement of the Occupational

Safety and Health Administration (OSHA). Needles and syringes must never be disposed of in regular waste receptacles. Needles and syringes must only be disposed of in proper disposal containers.

Medical Emergencies

In the case of a medical emergency, call 911 immediately. Then promptly report the emergency to the Clinton Campus Public Safety Office at (563) 242-2752 or to a Residence Life staff member.

Safety Information

Campus Security and Fire Safety Report

The Ashford University Campus Security and Fire Safety Report is compiled annually in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and is available for students' review. This report is required by federal law and contains policy statements and crime and fire statistics compiled by the University. The policy statements address the University's policies, procedures, and programs concerning safety and security, for example, policies for responding to emergency situations, fire safety, and sexual offenses. Statistics for the previous three calendar years are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. This report is available online at www.ashford.edu/campus_security_and_fire_safety_report. Students may also request a paper copy of the report be mailed to them by emailing their request to studentaffairs@ashford.edu.

Severe Weather

In the case of severe weather, listen for a warning siren and/or radio announcements. (On the Clinton Campus, the public address system will be used to make announcements in conjunction with a city activated warning siren.) If appropriate, the SendWordNow system may be used to transmit a message regarding severe weather. The severe weather/tornado siren sounds a steady blast or tone for three minutes. When a severe weather/tornado warning occurs, be prepared to take cover in a designated shelter area. Clinton Campus Public Safety staff, faculty, staff members, and Residence Life staff will assist students in moving to designated areas on campus. All students must move to the designated

areas for the duration of the warning. Please note that it is everyone's individual responsibility to be prepared and to educate themselves accordingly in the event of impending severe weather.

Clinton Campus Public Safety and Residence Life staff will notify students when the "all clear" signal has been issued by the County Emergency Management. Students will then be allowed to leave the designated areas. Students are asked to cooperate with all directives given by University staff.

NEVER USE THE FIRE ALARM FOR NOTIFICATION OF SEVERE WEATHER.

In the case of severe weather, listen to local radio stations KROS, AM 1340; The Eagle, FM 94.7; or KCLN, AM 1390 or watch Quad-City area television stations WHBF, Channel 4; KWQC, Channel 6; or WQAD, Channel 8.

Firearms/Explosives

Shotguns, rifles, handguns, air guns, bows and arrows, simulated weapons, ammunition, and other types of potentially dangerous weapons are not permitted anywhere on campus or at University sponsored events that take place off campus unless properly authorized by University President or VP/Campus Director. All types of explosives (incendiary and chemical) and fireworks (including smoke bombs) are prohibited in all areas of the University. Any object has the potential to become a weapon; therefore, the University reserves the right to further define a "weapon" based on its potential damage or threat.

Missing Student Notification

Each student who resides in on-campus housing has the option to identify and register a confidential contact with the Office of Student Affairs. Only staff of the Office of Student Affairs and local law enforcement will have access to the confidential contact information and only for the purpose of a missing student investigation. This confidential contact will be notified by the Office of Student Affairs not later than 24 hours after the time that the student is determined missing in accordance with the notification procedures set forth subsequently.

CONTACT INFORMATION FOR THE OFFICE OF STUDENT AFFAIRS TO REGISTER A CONFIDENTIAL CONTACT

Director of Clinton Campus
Student Affairs (563) 242-4023 ext. 27152
Room F2132

Clinton Campus Associate
Director of Student Affairs (563) 242-4023 ext. 27154
Room F2131

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If the missing student is under 18 years of age and is not an emancipated individual, then the University must notify a custodial parent or guardian, in addition to any confidential contact, not later than 24 hours after the time that the student is determined missing in accordance with the notification procedures subsequently set forth.

The Clinton Campus Public Safety Office will notify the local law enforcement agency not later than 24 hours after the time the student is determined missing and the confidential contact information will be made available to local law enforcement at that time.

NOTIFICATION PROCEDURES

It is the obligation of the entire University community to immediately report a student who has been missing for 24 hours to the Office of Student Affairs.

Any official missing person report relating to such student must be referred immediately to the Clinton Campus Public Safety Office. If, upon investigation of the official report, the Clinton Campus Public Safety Office determines that the missing student has been missing for more than 24 hours, the Office will contact the individual's confidential contact registered with the Office of Student Affairs, and if the student is under the age of 18, the student's custodial parent or guardian via telephone within 24 hours.

Regardless of whether the student has identified a contact person, is above the age of 18, or is an emancipated minor, the Clinton Campus Public Safety Office will inform the local law enforcement agency within 24 hours of a student determined to be missing.

Personal Safety Tips

Ashford University is committed to the safety of its students, faculty and staff. It is essential that every member of the University community practice personal safety. Some personal safety suggestions include the following:

- Walk only in well-lit areas. Do not take shortcuts through dark or deserted areas. Avoid walking alone at night.
- Immediately report unfamiliar persons or people who are acting strangely to the Clinton Campus Public Safety Office at (563) 242-2752 or to a Residence Life staff member.
- Immediately report all thefts, harassing phone calls, personal attacks, threats, or similar incidents to Clinton Campus Public Safety and/or Residence Life staff. Such contact may enable University personnel to locate the person(s) involved while they are still on campus.
- Lock both your room and your car doors at all times, and carry your keys with you. Never

lend your keys to anyone. Do not leave keys or valuables in your student mailbox. Keep your campus lockers secured at all times.

- Close all outside doors during locked hours. Do not prop open locked building doors.
- Do not carry large amounts of cash. Store all money and valuables in appropriate places.
- Secure your bicycle with a high-safety lock.
- Do not let unfamiliar people or personnel into campus buildings. Do not open your room door to individuals who are unknown to you. Never give your name, address, or phone number to unknown persons.

Clinton Campus Parking Information

Students are not permitted to bring personal vehicles onto Ashford's Clinton Campus. Student vehicles must be parked in designated areas only. These include: Cemetery (E Lot) and South Campus. All student vehicles must properly display a permit registering the vehicle to Ashford University. All vehicles are the responsibility of the person most currently registered as the vehicle owner. A student may have 2 (two) vehicles per 1 (one) permit when registering.

- The Parking regulations are enforced 24 hours per day, 7 days a week. Special allowance to the Parking Regulations will only be altered for special events happening on Ashford University property in direct relation to student activity. The Parking policy and regulations including all violations and amounts will be available from the Clinton Campus Public Safety Office.
- The first permit obtained will be free of charge to any student, however if a second permit is needed for any reason; a \$10.00 fee will apply. Permits will not be available through the Clinton Campus Public Safety Office unless specially obtained. Permits will be accessible via <https://ashford.thepermitstore.com> where a student can register for free, and have the permit mailed to the school or student's home if the student commutes. Staff/Faculty permits will register their vehicles through the Clinton Campus Public Safety Office.
- Special Permits: Any special permits will be obtained directly through the Clinton Campus Public Safety Office, and are only for a temporary period (length of time to be determined on a case by case situation). These permits would be for only those with distinctive needs that go outside the scope of a normal student environment, example being an injured student who is unable to walk long distances.

- **Parking Fines:** Parking Violations are distributed to any vehicle that does not comply with the parking policy set forth by Ashford University. The basic fine is \$25.00 and can be paid either online through www.scapay.com or through the Business Office during normal business hours. Fines that are distributed will not double in amount until 30 days after being issued.
- Any violation received can be appealed by using the same website to pay a parking fine. Once an appeal has been submitted, the 30 day count down to a ticket being doubled will be put on hold until a decision has been made from the appeal submitted. If an appeal is denied or adjusted, the timer will continue to count down until the 30 days have finalized. At this time, if there is still a remaining balance, that amount will then double. A full list of fines and costs will be available through the Clinton Campus Public Safety Office including towing/boot violations.

Clinton Campus Parking Policy

To more effectively serve the parking needs of Ashford University's faculty members, staff, and students, the following official parking policy is in effect. For purposes of this policy, the term "on-campus parking" includes all parking facilities at the Bluff Campus, including the St. Clare (A Lot), Durgin (C Lot), Regis (A Lot), Durham (Visitors Lot), Admissions (B Lot), Cemetery (E Lot), Ladd Science Building (A Lot), and Bluff parking lots (F Lot).

- This policy will be in effect 24 hours a day, 7 days a week.
- Parking at all Ashford University properties requires a permit. Vehicles which have not been registered and permitted are subject to citation and removal from Ashford property.
- Access and Wellness Parking is NOT allocated parking for any Ashford University employee or student (24 hours a day, 7 days a week).
- In order to park in any Ashford University parking lot, students, faculty, staff, and employees of the University's full-time contractors, including AmeriServe, G4S Security, are required to register their vehicle(s) through the online "IPARQ" system. When driving into the parking lots, DO NOT drive around the gate. Any individual who drives around the gate is subject to a \$25 citation. If the individual's ID is not working for any reason, he or she should park the car in the visitor lot and call Public Safety. The

Director of Clinton Campus Security and Safety can determine why an individual's ID is no longer working.

- The parking spaces along Springdale Drive are open spaces and do not require a permit. However, city ordinances do apply and include the following: "When any vehicle is left parked for a continuous period of 24 hours or more on any street or 48 hours or more in any municipal parking lot; in order for any vehicle to be exempt from the provisions set forth in this division, the vehicle must move at least 25 feet under its own power."
- When parking a vehicle, do not block any refuse containers. Parking in front of the containers does not allow the refuse company to empty the container properly and timely. This is a citable parking violation.
- Any changes to the *Clinton Campus Parking Policy* will be sent out by email to Students, Staff and Faculty using Ashford University email accounts.

Faculty and Staff Parking

- Permits will be effective for as long as an employee remains employed by Ashford University.
- All full-time faculty and staff, as well as full-time employees of the University's regular contractors, will be assigned a specific parking lot. Employee parking spaces within each parking lot will be on a first-come, first-served basis. Employees who are assigned to a lot should only park in that particular lot.
- A section of parking will be designated for BridgePAC members. Only those who have been assigned this permit can park in these spaces.

Student Parking

- Permits will be effective for as long as a student remains an active student at Ashford University. Students who change residency are responsible to update their permit through the website <https://ashford.thepermitstore.com>.
- A portion of the Cemetery lot will be available for parking by commuter students on a first-come, first-served basis. This section will be the only permitted student parking at the Bluff Campus (except as noted in this policy).
- Commuter students will be issued a parking permit that allows parking in the Cemetery

lot's available parking spaces as well as the South Campus. Please ensure proper parking when parking in the Cemetery Lot. Vehicles parking in the grass or an undesignated parking area will be subject to citations and towing when necessary.

- Students who require parking on campus for disability/medical reasons must complete an *Accommodations Request* form and submit the form to Access and Wellness, Rm R2310. Upon approval from Access and Wellness the required paperwork will be sent to the Security Director for parking accommodations. Additional accommodations such as transportation by the accessibility shuttle can be scheduled through the Access and Wellness Office at (563) 249-7823 ext. 27191.

SOUTH CAMPUS PARKING (HARRISON DRIVE ADJACENT TO ASHFORD ATHLETIC FIELD)

- A permit will be required to park in the South Campus parking lot.
- The parking lot will have 24 hour/7 day a week security.
- A free shuttle will run on a regular schedule between Ashford University facilities.
- Ashford University faculty members, staff, and students must present their University ID card to ride the shuttle. Persons accompanied by Ashford faculty members, staff, or students will also be permitted to use the shuttle service. The faculty, staff member, or student will be responsible for his or her guests.

PARKING ENFORCEMENT STRUCTURE

- 1st violation - the offender will receive a warning;
- 2nd violation - the offender will receive a citation;
- 3rd and subsequent violations - the offender will receive a citation, tow, and boot.

The University discourages parking by faculty, staff, and students in the neighborhoods surrounding the Bluff Campus.

Failure to pay violations incurred during each school year may result in the suspension of the required parking permit that allows parking on Ashford University property.

Open Parking on campus can be designated at any time by the Director of Campus Security and Safety. When open parking is designated enforcement of specific designated parking will still apply. Specific designated

parking areas are Handicap parking, Access and Wellness parking, and Visitor Parking.

This parking policy will be enforced by Clinton Campus Public Safety.

Public Transportation

Information on local bus service and regional bus service for the Clinton area can be obtained from the Student Affairs Office.

Clinton Campus Offices

To reach Clinton Campus offices or resident students, please dial (563) 242-4023. For the Clinton Campus Public Safety Office, dial (563) 242-2752 or Duty Radio, dial (563) 242-2752 ext. 27055. A complete University Directory is available by contacting the Office of Student Affairs.

SECTION FOUR



ASHFORD
UNIVERSITY

FINANCIAL INFORMATION



Financial Information

Ashford University is committed to helping students understand and manage the financial aspects of obtaining their education. For questions regarding tuition, fees, and payment options for Clinton Campus programs, students should contact the Clinton Campus Business Office. For cost of attendance information for Clinton Campus programs, please visit

www.ashford.edu/admissions/campus_financial_services.htm.

For questions regarding tuition, fees, and payment options for online programs, students should contact their Student Advisor. For cost of attendance information for online programs, please visit

www.ashford.edu/admissions/online_financial_services.htm.

Tuition and Fees 2015-2016

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

Clinton Campus Programs (2015-2016 Academic Year)

Tuition and Fees:

Full-time per semester (12 to 18 credits)	\$8,540.00
Part-time (11 credits or less) or in excess of 18 credits (per credit)	\$497.00
Per credit for audit, senior citizens (age 60 and over) and high school students (not enrolled in the State of Iowa's Post-Secondary Enrollment Option)	\$250.00

Room and Board Fees:

Room and Board (19 meals per week) per semester (non-refundable) ¹	\$3,260.00
Room reservation (refundable until June 1)	\$100.00

Other Fees:

Books (estimated amount per semester; actual amount may vary)	\$550.00
Technology fee per semester (non-refundable)	\$217.00
Technology fee for part-time (per credit) (non-refundable)	\$16.00
Activity fee per semester (non-refundable)	\$83.00

Activity fee per credit for part-time (non-refundable)	\$6.00
Insufficient funds fee	\$10.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Replacement ID/Access Card	\$40.00
Replacement mailbox key	\$10.00
Additional parking permit	\$10.00
Official transcript	\$10.00
CLEP testing fee per exam	Cost of exam plus \$15.00
Independent study fee (per credit)	\$150.00
College of Education credential file request	Between \$3.50 and \$30.00
Student Teaching Fee	\$500.00

¹Housing contracts are based on a two (2) semester term which equals one academic year

Indirect costs which are not billed directly by the University may be found at
www.ashford.edu/admissions/campus_tuition_fees.htm.

Early Termination Fee for New/Incoming Residents

A contract cancellation fee of \$1,000.00 will be assessed for terminating a housing contract once the student has taken occupancy. A \$100.00 housing prepayment/room reservation is refundable until June 1 for fall semester and November 1 for spring semester unless forfeited due to early cancellation of the housing contract.

Early Termination Fee for Returning Residents

Loss of the \$100.00 prepayment and a contract cancellation fee of \$500.00 will be assessed for canceling a housing contract before June 1 and \$1,000.00 will be assessed for canceling a housing contract after June 1 for the upcoming term(s) still on contract.

Off Campus Housing Request Fee for Returning Residents

Returning residents who submit an *Off Campus Housing Request* after July 1 and are approved will be assessed a \$100.00 fee.

Online Undergraduate Programs

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

Tuition per credit:

100- to 400-level Courses	\$430.00
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Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$100.00
Prior learning assessment – sponsored professional training (per credit evaluated)***	\$30.00
Prior learning assessment – experiential learning essay assessment (per evaluation)***	\$125.00
Insufficient funds fee	\$10.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records – Per page	\$0.50
California Student Tuition Recovery Fund^	\$0

*The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are charged the Technology Fee for repeated coursework.

**The Course Digital Materials (CDM) fee is \$85.00 and is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are not charged the CDM fee for repeated coursework if previously charged.

***Payment for evaluation does not guarantee that credit will be awarded.

^California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0.00 per \$1,000 of tuition rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only and is non-refundable. The amount of the fee can change as determined by California.

Indirect costs which are not billed directly by the University may be found at
www.ashford.edu/admissions/online_tuition_fees.htm.

Online Graduate Programs

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

Tuition per credit:

Master of Accountancy	\$625.00
Master of Arts in Education	\$560.00
Master of Arts in Health Care Administration	\$625.00
Master of Arts in Organizational Management	\$625.00
Master of Arts in Psychology	\$560.00
Master of Arts in Teaching and Learning with Technology	\$560.00
Master of Science in Criminal Justice	\$625.00
Master of Business Administration	\$625.00
Master of Public Administration	\$625.00

Fees:

Technology Fee (per course)*	\$50.00
Books, course digital materials** and instructional materials (average per course)	\$140.00
Insufficient funds fee	\$10.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$45.00
Official transcript	\$10.00
Education records - Per page	\$0.50
California Student Tuition Recovery Fund^	\$0

*The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are charged the Technology Fee for repeated coursework.

**The Course Digital Materials (CDM) fee is \$85.00 and is fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are not charged

the CDM fee for repeated coursework if previously charged.

^California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0.00 per \$1,000 of tuition rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only and is non-refundable. The amount of the fee can change as determined by California.

Indirect costs which are not billed directly by the University may be found at www.ashford.edu/admissions/online_tuition_fees.htm.

Schedule of Charges

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

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

Program Name	Period of Attendance	Entire Educational Program
AA in Early Childhood Education (67 credits)	\$5,760	\$32,260
AA in Military Studies (64 credits)	\$5,760	\$30,820
All Online Bachelor's Programs (120 credits)	\$5,760	\$57,750
Master of Accountancy (48 credits)	\$6,195	\$33,190
MA in Education (39 credits*)	\$5,610	\$24,460
MA in Health Care Administration (36 credits)	\$6,195	\$24,930

MA in Organizational Management (33 credits)	\$6,195	\$22,865
MA in Psychology (36 credits)	\$5,610	\$22,590
MA in Teaching and Learning with Technology (30 credits)	\$5,610	\$18,850
Master of Business Administration (42 credits)	\$6,195	\$29,060
Master of Public Administration (36 credits)	\$6,195	\$24,930
Master of Science in Criminal Justice (39 credits)	\$6,195	\$26,995
*The Master of Arts in Education program is based off the 15 credit Curriculum and Instruction specialization.		

Sales Tax Disclaimer

Ashford University is required to charge sales tax for tuition and/or fees in certain jurisdictions based on state reporting obligations and the taxability of services and digital goods in accordance with local laws on the date of charge. For sales tax purposes, electronically-delivered services and digital goods are considered to be received at the student's physical address. For specific sales tax charges, students should consult with their Student Advisor (online) or Financial Aid Office (Clinton Campus).

Tennessee Tuition and Fee Guarantee

TN Residents Only

Applicants to an online program who reside in the state of Tennessee (as evidenced by the address on file at Ashford University) will qualify for the Tennessee Tuition and Fee Guarantee under the conditions set forth in this section. The Tennessee Tuition and Fee Guarantee is a commitment that the net cost of tuition and fees will not increase for a 12 month period, beginning on the date the student begins credit-bearing coursework. This benefit is applicable only to students who maintain a physical residence in the state of Tennessee. Upon expiration of the 12 month period, tuition and fee amounts for any such students are subject to adjustment to reflect the rates in effect at that time, and will also be subject to any future adjustments.

Students who relocate to another state are no longer eligible for the Tennessee Tuition and Fee Guarantee, and tuition and fees will be adjusted to reflect the rates in effect at that time, and will also be subject to any future adjustments, starting on the date their address is changed in University records. No retroactive tuition and fee adjustments for past classes are applied at the time of any address update. No retroactive tuition and fee adjustments for current classes are applied at the time of any address update, unless the address change is updated in University records within the first week of a student's current course.

Students who apply to a new degree program are eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework. Students who re-enter the University after being out of attendance for 180 or more days are also eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework.

Students who change their program of study are eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework only if completed courses from the current payment period do not apply to the new program of study. Students who change programs and do not meet the above condition do not qualify for a new or renewed Tennessee Tuition and Fee Guarantee period.

California Student Tuition Recovery Fund

CA Residents Only

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

Terms of Billing and Payment

Tuition and fees are billed on a financial aid payment period basis, regardless of payment option. For online undergraduate programs, a payment period is a minimum of 20 weeks of instructional time and 12 successfully earned credits. This is typically four courses taken sequentially during the payment period. For online graduate programs, a payment period is a minimum of 18 weeks of instructional time and 9 successfully earned credits. This is typically three courses taken sequentially during the payment period. Clinton Campus payment periods align with enrollment terms. Tuition and fees that are associated with future courses are subject to change.

Tuition is due according to the terms and conditions of a student's selected Payment Option. See the section on *Payment Options* for more information.

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

Blended Coursework Payment Policy (Clinton Campus Students Only)

Payment must be paid in accordance with a student's selected finance option for blended coursework. Tuition for blended coursework attempted within the fall or spring semesters will be included in the semester rates outlined in the *Clinton Campus Programs Tuition & Fees* section of this *Academic Catalog*.

Tuition for blended coursework attempted during the summer, between spring and fall semesters, will be assessed per credit as outlined in the *Online Undergraduate Programs Tuition & Fees* section of this *Academic Catalog*. Clinton Campus students should work with their assigned Finance Planner to determine viable payment options for courses being completed in a non-term format over the summer.

Tuition Benefit Eligibility Requirements

If a University tuition benefit, grant, or scholarship is offered to assist with the program-related fees and charges below, additional eligibility requirements must be submitted and approvals obtained prior to application of these benefits. Benefits will be awarded at the time of disclosing eligibility and submitting any required documents upon request; retroactive adjustments will not be applied to previous coursework or fees.

Excess Credit Account Adjustment

Online undergraduate students who need 0.01-1.00 or 1.01-2.00 credits (1 or 2 credits) in order to meet the total number of credits required to graduate may be issued an excess credit account adjustment. An excess credit account adjustment may be issued to the paying party in the amount of tuition paid in excess of what is required after satisfying the total credit requirement. Partial credit account adjustments will not be issued.

Bankruptcy

A student who has filed for bankruptcy or had a loan discharged for disability may need to give additional documentation before receiving aid. A student interested in using financial aid as a payment option

upon re-entry or upon reapplication to the University may be required to do so as a secondary payment option and deferment of tuition and fee payment will not apply. The student may be required to pay any tuition and/or fee balance in full on an as-incurred basis.

Payment Plans

Ashford University offers Payment Plan options in select circumstances to online students with outstanding balances. Students are allowed customizable term lengths up to 36 months, as long as the monthly payment is a minimum of \$50. Students are always encouraged to pay any outstanding balances due in full, and only utilize a Payment Plan if needed.

All students must select their payment option type, manual-pay or auto-pay, at the time of payment plan approval. Students must make an initial payment after Payment Plan approval regardless of Payment Plan length or payment type. If the student elects to go on auto-pay, he/she is required to pay one (1) monthly payment amount initially (first payment). However, if the student decides to leverage a manual pay option, he/she must pay 10% of total balance owed or the equivalent of three (3) monthly payments as the initial (first) payment, whichever is greater. Payment Plans require monthly payments and are not set up to extend more than six months beyond a student's estimated graduation date.

If students have difficulty making payments or have questions, they should contact an Account Resolution Coordinator by dialing (866) 974-5700 and following the appropriate prompts for Finance and payment arrangements.

Clinton Campus students in traditional programs who are in need of a more flexible payment schedule may use the subsequent option (Level-Pay Plan). Arrangements to participate in this plan must be made with the Clinton Campus Business Office at the beginning of each term.

Payment Options

Ashford University offers a variety of options for covering the costs of a student's education. During the online application process, students select their primary payment option and any secondary payment option(s), if required. Funds are applied in the order received by the University, regardless of designation of primary or secondary.

Students utilizing the Cash Plan, Tuition Reimbursement, and/or Military Veterans' Benefit Plan may choose to have their tuition and/or fees

automatically charged to their credit card (recurring payment).

Ashford University will also accept debit cards that are endorsed by Visa or MasterCard or a personal check. A returned check may result in an insufficient funds fee. Students using endorsed debit cards should ensure they have sufficient funds in their account if they choose to use a debit card for automatic payments to avoid overdraft fees through their bank.

Endorsed debit cards may also have daily limits that cannot be exceeded. It is the student's responsibility to understand these limits and ensure any payments on endorsed debit cards will not exceed these limits.

There may be differences in fraud protection features of debit cards and credit cards, particularly because debit card purchases are withdrawn directly from a checking or savings account. Students should be aware of these differences prior to submitting this information to any other entity.

Cash Plan

For online students who have selected the Cash Plan as a primary payment option, 100% of tuition and any applicable fees are to be paid on or before each course start date. Students may choose to have their tuition and/or fees automatically charged to their credit card when Cash Plan is their payment option. Automatic credit card payments are charged on the start date of each course; otherwise, full payment must be received on or before the start date of each course.

When selected as a secondary payment option, any amount not covered by the primary payment option can be applied in any acceptable form of payment.

For Clinton Campus students, the Cash Plan requires that 100% of tuition, room, board and any applicable fees be paid upon receipt of the bill for the term. Students may choose to have all charges paid by credit or debit card.

Students are advised that credit cards are accepted as a convenient method of payment. Credit cards bearing high interest rates should not be used as a long-term financing method for educational costs. Ashford University encourages all students to utilize the free financial aid information that is available in the Financial Aid Office.

For online students, any delay in payment may result in administrative withdrawal of the student from his or her current course during Week One. The student will then be scheduled for a future course and is not permitted to re-enter the course from which he or she was removed due to non-payment.

Level-Pay Plan (Clinton Campus Programs Only)

The Level-Pay Plan offers students an opportunity to spread the cost of tuition, fees, books, room, and board (whichever are applicable) over the term. Additional details about this program can be obtained from the Clinton Campus Business Office.

Tuition Reimbursement Plan

The Tuition Reimbursement Plan is available as a primary payment option if students qualify for their employer's tuition reimbursement program and if their employer reimburses at least 50% of their annual tuition.

Under this plan, tuition payments, excluding fees, are deferred a maximum of 90 days from the course/term start date, regardless of when the student receives disbursement/reimbursement from his or her employer.

Tuition must be paid in full 90 days after the start date of a course/term; otherwise, the student's credit card will be automatically charged. Applicable fees are due on or before the start date of each course/term. If fees are not paid in full on or before the start date of a course/term, the student's credit card will be automatically charged. A returned check may result in an insufficient funds fee. Students who have two declined credit card payments will be required to comply with the terms of the Cash Plan and will no longer qualify for the Tuition Reimbursement Plan.

The conditions of this plan are not dependent upon the receipt of a course grade or completion of the course.

To qualify, prior to the start of the course/term, students must submit a signed *Tuition Reimbursement Certification and Authorization* form that includes a valid credit card number with authorization to charge the card if the tuition is not paid within the 90-day time frame.

Documentation required for the Tuition Reimbursement Plan includes the following:

- *Student Finance Agreement*; and
- *Tuition Reimbursement Certification and Authorization*.

Direct Bill Plan (Third-Party Direct Billing)

Ashford University offers Third-Party Direct Billing as a primary payment option to students sponsored by a Third-Party Agency with a Direct Bill Memorandum of Understanding on file. The Third-Party Agency must offer a tuition benefit of at least \$2,500 annually for a student's tuition to be eligible for this option.

The Third-Party Agency is expected to remit payment to Ashford University within 90 days of the course start date. Any amounts not paid by the Third-Party Agency are the responsibility of the student. Vouchers, purchase orders, and other approved authorized mediums should be sent to directbill@ashford.edu or faxed to (877) 279-1203 at least five days prior to the start of each course or payment period. Failure to supply vouchers, purchase orders, and other approved mediums in a timely fashion may result in the loss of Third-Party Direct Billing benefits.

Documentation required for Direct Bill Plan:

- Direct Bill Memorandum of Understanding
- *Student Finance Agreement* indicating Direct Bill;
- *Direct Bill Certification and Authorization*; and
- Voucher, purchase order, or other authorized medium approved by Ashford University.

Leader Development Grant

Ashford University offers the Leader Development Grant (LDG) to students selected and sponsored by a participating Third Party Agency. The LDG program is funded by both the Third Party Agency and Ashford University. This grant is intended to help students avoid educational loan debt by funding a recipient's direct education-related costs. Direct education-related costs include tuition for all eligible courses (limited to two repeated courses), Technology Fee (per course), books, course digital materials, instructional materials, graduation fee, and Prior Learning Assessment (PLA) fees. If both electronic and hard copy course materials are available for the same course, the LDG program will only fund the electronic course materials, and if a student chooses to receive hard copy course materials, the student will be responsible to pay the difference in price and shipping costs. As such, the Leader Development Grant is only available as a primary payment option.

Students who choose to participate in the LDG program are not able to receive funding from the federal student financial aid programs (such as Pell Grant and Direct Loans); this is a condition of participation in the LDG program. The choice to participate in the LDG program is optional and any eligible federal student financial aid is always available to students who choose that payment option in lieu of participation in the LDG program. Students will become ineligible for the LDG program if they choose to receive funds from any federal student financial aid program for the same enrollment period.

Students will become ineligible for the LDG if they receive more than two (2) unsuccessful grades (defined as an "F," "WF," "W," or for General Education Competency courses, below a "C-") during their program of study or if they violate University policies as outlined in the Ashford University Academic Catalog. Students must also abide by all applicable Undergraduate Program Satisfactory Academic Progress (SAP) Standards or Graduate Program SAP Standards. Students are always expected to understand, meet, and abide by any Third Party Agency requirements in order to continue to receive Leader Development Grant benefits. Ashford University or the Third Party Agency may remove a student from the Leader Development Grant at any time.

Students may appeal the loss of their LDG eligibility to the Leader Development Grant Review Committee, which consists of at least an Ashford representative and a representative from the Third Party Agency. Concurrent enrollment, defined as the enrollment in more than one class in every five (undergraduate) or six (graduate) week module, is prohibited for LDG recipients, unless pre-approved on a case-by-case basis by the Leader Development Grant Review Committee.

All required Leader Development Grant forms (detailed below) must be completed, submitted, and approved prior to application for each new participating student. The LDG must be renewed every twelve (12) months in order for the student to continue to receive LDG benefits. Continuing students must send all required forms to their assigned Student Advisor for verification at least seven (7) days prior to the start of classes in the applicable 12 month period.

The University provides a matching grant in conjunction with the funding provided by the Third Party Agency. The Third Party Agency must supply a qualified tuition benefit for their students to be eligible for the University LDG match. Failure of the Third Party Agency or student to supply any required payment may result in loss of LDG benefits for the grant recipient.

Documentation required for the Leader Development Grant:

- *Leader Development Grant Agreement* (executed between the University and Third Party Agency);
- *Leader Development Grant Disclosure and Waiver*;
- *Student Leader Development Grant Acknowledgement*;
- *Student Finance Agreement* indicating Leader Development Grant
- *Authorization to Release Student Records*;

- *Leader Development Grant Student Payment Authorization* (if applicable); and
- Net Price Calculator Results, Shopping Sheet, and Data Summary.

Military Veteran's Benefits Plan

Ashford University is approved by the Department of Veterans Affairs. The Military VA Plan requires that all tuition be paid on or before each course start date, with the exception of the first 60 days in the student's first academic year. Under this plan, tuition payments are deferred for the first 60 days of continuous enrollment in a degree program, regardless of when the student receives disbursement from the Department of Veterans Affairs. Applicable fees are due on or before the start date of each course/term. To qualify, students must submit a signed *Student Finance Agreement*, prior to the start of the course/term.

Degree seeking students may choose to place a credit card on file for automatic recurring payment processing. Non-degree seeking students will be required to place a credit card on file when selecting this option with authorization to charge the card if tuition is not paid within a sixty (60) day timeframe. Questions should be directed to the Veterans Affairs Coordinator at VACertification@ashford.edu.

VA Classification of Ashford University Online

Students: Students enrolled in an online undergraduate program are classified as three-quarter time. The only way to receive the full-time payment rate is to double up on courses after successful completion of two courses with Ashford University. Students enrolled in an online graduate program are classified as full time.

GI® Bill Application Procedure: The student must obtain the appropriate form(s) from www.gibill.va.gov under *Apply for Benefits*. Forms can be submitted online directly to VA. The signature page from the appropriate form(s) will need to be mailed directly to VA at:

VA Regional Office
PO Box 33860
St. Louis, MO 63166-6830

Students must double check that their name and Social Security Number appear on the bottom of the signature page. Ashford University requires a signed copy of the appropriate completed form(s), as follows, for the student's file:

- 22-1990 (Application for VA Education Benefits) for veteran students who are using their GI Bill for the first time.
- 22-1995 (Change of Program/Training) for

veteran students who have used their GI Bill benefits before.

- Chapter 35 Dependent/Spouse benefit forms are available for each branch of service on the website subsequently listed.
- DD-214 (Release from Duty). Ashford University requires a copy of this form for the student's file if available. This form does not hold up certification.

The University's VA Certifying Official will periodically review and certify the student for courses throughout the year on the VA-ONCE website. GI® Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Procedures While Enrolled:

- After the student receives an award letter from the VA, he or she is required to begin monthly self-verification of enrollment by the 30th of each month. This is accomplished by using the Web Automated Verification of Enrollment (WAVE) or by Interactive Voice Response (IVR).

WAVE = www.gibill.va.gov/resources/verify_attendance*

IVR = (877) 823-2378

*Students utilizing Chapter 33 – Post 9/11 GI Bill are exempt from verifying through the WAVE process.

- Students should allow 10 to 12 weeks after completion of all paperwork to receive the first payment. Certification will begin with the student's first date of eligible attendance in an Ashford University degree program. The VA Office will process any subsequent payment monthly.
- Payment of VA benefits may be mailed directly to the student or sent directly to the school, depending on the chapter of benefits the student is utilizing. Payment of VA benefits may be mailed directly to the student. Students are responsible for paying Ashford University tuition and fees at the start of each course, unless there is alternative, approved financial aid. Payment by Direct Deposit/Electronic Funds Transfer is strongly encouraged. Payments are sent directly to student savings or checking account. To establish or change direct deposit information, students should click on the 'Direct Deposit Enrollment Form' link after they have logged

into WAVE. Changes and enrollments are usually processed the next business day.

- The University's VA Certifying Official will report course drops and withdrawals to the VA on a weekly basis. Course drops may affect eligibility for VA benefits.

Military Tuition Assistance Plan

Ashford University is approved for active duty Military Tuition Assistance. Students are expected to submit Tuition Assistance (TA) vouchers to the Tuition Assistance Administrator prior to the start of each course. Any tuition and applicable fees not covered by the TA program must be paid prior to the start date of each course. TA forms, vouchers, and questions should be directed to MilitaryTA@ashford.edu. Failure to have a voucher on file with Ashford prior to the corresponding course may result in being administratively removed from the scheduled course.

Documentation required for the Military TA Plan:

- Military Tuition Assistance forms (branch specific); and
- *Student Finance Agreement*.

Online Military Tuition Assistance Procedure:

- Military students must first complete the *TA Authorization* form;
- After command approval has been received, the student digitally signs the *TA Authorization* form and then sends it by fax or email to

Ashford University
Military Tuition Assistance
MilitaryTA@ashford.edu
Fax: (858) 408-3511

- The *TA Authorization* form must be received before the fee waiver or course cost adjustments will be applied. TA vouchers must be received prior to the start of each course.
- Once the *TA Authorization* form has been received by the Ashford University Military Tuition Assistance Office, an invoice will be sent to the military. A copy of this invoice may be mailed or faxed to the student upon request.

Clinton Campus Military Tuition Assistance Procedure:

- Military students must first complete the *TA Authorization* form;

- The *TA Authorization* form must be received before the fee waiver or course cost adjustments will be applied. TA vouchers must be received prior to the first class date of each term.
- Once the *TA Authorization* form has been received by the Clinton Campus Financial Aid Office, an invoice will be sent to the military. A copy of this invoice may be mailed or faxed to the student upon request.
- After command approval has been received, the student digitally signs the *TA Authorization* form. The form should be faxed to (563) 242-8684 or delivered to the Clinton Campus Financial Aid Office.

Ashford University Military Grant

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

Grants are applicable to courses for which tuition is in excess of \$250 per credit hour. For courses with tuition of \$430 per credit hour, the grant is \$180 per credit hour. In addition, this grant also covers the Sales Tax, Technology Fees, and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Military Grant upon return by providing appropriate verification of military service.

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

The grant covers the Sales Tax, Technology Fees, and course materials, including standard shipping costs where applicable, required for an eligible student's program of study and purchased through Ashford University's bookstore or textbook partner. The cost of required electronic materials is also covered by the grant. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping. Military students who reside in a forward location may opt for a hard copy textbook at no additional charge. Grants are only applied to an eligible student's account upon receipt of an approved VA certification. All other eligible students must provide the University with an approved *TA Authorization* form or appropriate verification of military service.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Military Grant upon return by providing appropriate verification of military service.

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

the Clinton Campus Financial Aid office for additional information.

Military Grant Grandfathering

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

Ashford Alliance Agreement Grants

Online Undergraduate Students: Students enrolled in an online undergraduate program may be eligible for Ashford Alliance Agreement grants. Eligible students include Participating Organizations' employees and/or other eligible associated staff. Grants are only applied to an eligible student's account upon receipt of an approved employment/membership with a Participating Organization, and must provide the University with an approved verification of corporate affiliation.

Grants are applicable to course tuition, and are applied as a percentage of tuition per credit hour. In addition, this grant may also cover Technology Fees and course materials required for an eligible student's program of study, including standard shipping costs where applicable, when purchased through Ashford University's bookstore or textbook partner. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Alliance Agreement Grant upon return by providing appropriate verification of corporate affiliation.

Online Graduate Students: Students enrolled in an online graduate program may be eligible for Ashford Alliance Agreement grants. Eligible students include Participating Organizations' employees and/or other eligible associated staff. Grants are only applied to an eligible student's account upon receipt of an approved employment/membership with a Participating Organization, and must provide the University with an approved verification of corporate affiliation.

Grants are applicable to course tuition, and are applied as a percentage of tuition per credit hour. In addition, this grant may also cover Technology Fees and course materials required for an eligible student's program of study, including standard shipping costs

where applicable, when purchased through Ashford University's bookstore or textbook partner. When course materials are available in both electronic format and hard copy, students may opt to purchase a hard copy textbook and are charged the difference in cost plus shipping.

Students who exceed 30 days of consecutive non-attendance and are not on an approved Academic Leave will be asked to recertify eligibility for the Ashford University Alliance Agreement Grant upon return by providing appropriate verification of corporate affiliation.

Ashford University Alumni Tuition Grant

Students who graduate from an Ashford University or University of the Rockies degree program and enroll in an online Ashford University or University of the Rockies degree program qualify for an Alumni Tuition Grant.

Students who qualify for the Alumni Tuition Grant must successfully complete four attempted courses after matriculation into an undergraduate degree program or three attempted courses after matriculation into a graduate degree program. The tuition grant will then be applied to the student's account in the amount of tuition charged for the fifth or fourth attempted course to apply to the cost of the course, depending on the student's degree program.

Alumni who paid a one-time Technology Services Fee (between \$250 and \$1,290) will also have each course's Technology Fee waived.

Outside Scholarships

Students are encouraged to search for outside funding for their education. Any student who receives additional funds from any source, such as an outside scholarship, before or after receiving financial aid from the University, must report the source and the value of the award to the Financial Aid Office. Additional funds could require an adjustment or cancellation to a portion of the existing financial aid award to avoid an "overaward" as defined by federal and state regulations. Scholarship searches are available at:

- www.fastweb.com
- www.finaid.org/scholarships
- www.scholarshipamerica.org

Ashford University is not responsible for the content of these websites and does not endorse any particular outside scholarship website. Please beware of sites that ask for payment for scholarship information and/or applications and review all information carefully before applying.

Federal Direct Annual Loan Limits:

	Dependent Undergraduate Students	Independent Undergraduate Students*	Graduate Students
First Year Students	Total: \$5,500	Total: \$9,500	Total
On-Campus Programs: 0-30 credits	Max Subsidized:	Max Subsidized:	Unsubsidized:
Online Programs: 0-24 credits	\$3,500	\$3,500	\$20,500
Second Year Students	Total: \$6,500	Total: \$10,500	Total
On-Campus Programs: 31-60 credits	Max Subsidized:	Max Subsidized:	Unsubsidized:
Online Programs: 25-48 credits	\$4,500	\$4,500	\$20,500
Third Year Students and Beyond (each year)	Total: \$7,500	Total: \$12,500	Total
On-Campus Programs: 61 credits or greater	Max Subsidized:	Max Subsidized:	Unsubsidized:
Online Programs: 49 credits or greater	\$5,500	\$5,500	\$20,500

Students who successfully complete the weeks and credits required in an academic year will be eligible to be packaged for the next grade level for registered coursework following completion of the academic year. Transfer students who are awarded credits equal to or greater than the number required for completion of an academic year are eligible to be packaged for the next grade level, where applicable (e.g., students transferring in 24 credits or greater to an online program are eligible to be packaged as a second year student). Students completing an Associate's degree may only be eligible to borrow loan amounts up to a second year student grade level, regardless of the number of credits transferred in.

Federal Direct Aggregate Loan Limits*:

	Dependent Undergraduate Students	Independent Undergraduate Students**	Graduate Students
Maximum Total Debt	\$31,000 Max Subsidized: \$23,000	\$57,500 Max Subsidized: \$23,000	\$138,500 Max Subsidized: \$65,500 (includes undergraduate borrowing)

*A borrower who has reached his or her aggregate borrowing limit may not receive additional loans until he or she has reduced his or her aggregate loan amount.

**A dependent student whose parent is denied a PLUS loan is allowed to borrow additional Unsubsidized Direct amounts equal to the amount that independent borrowers are able to borrow.

Private Loan

Before considering a private education loan, students are recommended to first apply for available federal student financial aid (Title IV) to ensure any eligible federal grant aid is utilized and/or any eligible federal low interest loans available are considered. If a student wishes to apply for a private education loan, Ashford University will work with any lender participating in a private student loan program from which a student wishes to borrow. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest. Please contact the Financial Aid Office for additional information about all available education funding options.

Financial Aid Plan

The University will provide assistance to all students and families who are eligible for federal student financial aid (Title IV). The University provides a

convenient online application process to complete the necessary financial aid documents listed below. All students seeking federal, financial aid must be admitted to an eligible degree program to determine financial aid eligibility. To complete the process for the Financial Aid Plan, students must provide the following:

- The Institutional Financial Aid Application;
- Proof of registration for a FSA ID at any of the following websites:
 - fsaid.ed.gov;
 - www.fafsa.gov;
 - www.nslds.ed.gov;
 - www.studentloans.gov; or
 - www.studentaid.gov
- The Free Application for Federal Student Aid (FAFSA)*;
- Entrance Loan Counseling, if applicable;

- A Direct Loan Master Promissory Note (MPN), if applicable; and
- All related paperwork and documentation requested by the University.

**Note: New online students enrolled March 1 through June 30 are highly encouraged to complete the current and future FAFSA. Completing both FAFSAs in this timeframe will allow the Financial Aid Office to determine all eligible aid.*

Federal Student Aid Eligibility

Eligibility for federal student aid is based on financial need and on several other factors. To be eligible for most types of federal financial aid, a student must:

- Demonstrate financial need (for most programs);
- Have a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate or completion of a high school education in a homeschool setting approved under state law;
- Be a US citizen or eligible noncitizen;
- Have a valid Social Security Number;
- Register with the Selective Service (if required);
- Be enrolled as a regular student in an eligible degree program;
- Maintain satisfactory academic progress once in school;
- Certify that no federal student loan is in a default status and no money is owed on a federal student grant; and
- Certify that use of federal student aid is only for educational purposes.

Financial Aid Student's Rights

As a financial aid applicant or recipient, a student has the right to:

- Be advised on the different financial aid programs available and how to apply for them;
- Be advised on deadline dates for submitting applications for each financial aid program available;
- Be advised on how the student's financial need was determined;
- Be advised on how financial aid will be disbursed;
- Be advised on each of the various programs in the student's packaging;

- Be advised on the impacts of withdrawal, such as refunds or repayments of financial aid;
- Be advised on the requirements for maintaining financial aid eligibility and satisfactory academic progress;
- Have all application information treated with the highest confidentiality; and
- Be advised on the names of the organizations that accredit or license the University.

Financial Aid Student's Responsibilities

As a financial aid applicant or recipient, a student has the following responsibilities:

- To apply for financial aid by appropriate deadlines if he or she wishes to be considered for financial assistance;
- To submit all required forms accurately and completely;
- To provide documentation, verification of income, corrections and/or any information to complete his or her financial aid file;
- To notify the Financial Aid Office when additional aid is received from outside sources;
- To accept responsibility for all forms and agreements he or she signs;
- To use financial aid only for his or her actual educational expenses; and
- To complete exit counseling online or to schedule an exit interview with the Financial Aid Office within 30 days of graduating or withdrawing from the University for any reason.

Cost of Attendance

Cost of Attendance (COA) budgets are estimated costs for completing a full academic year and provides students and parents with reasonable projected educational costs associated with full-time attendance at Ashford University. The University uses these costs to develop budgets for awarding federal financial aid. Costs will vary according to the individual student profile; for example, whether the student is an undergraduate or graduate student, living at home with parents, a campus resident or living on his or her own.

The COA includes direct and indirect expenses:

- Direct expenses for online students include tuition, fees, books, and supplies. Indirect expenses include room and board, as well as allowance for personal expenses.

- For Clinton Campus resident students, direct expenses include tuition, fees, room and board, books and supplies. Also included in the budget are allowances for personal and travel expenses.
- For all other students enrolled in the Clinton Campus programs, direct expenses include tuition, fees, books, and supplies. Indirect expenses may include off-campus room and board, travel, and allowance for personal expenses. For a list of indirect costs, please visit: www.ashford.edu/admissions/campus_tuition_fees.htm

How to Apply for Financial Aid

Complete an application for admission to the University. A student must be accepted by the University before a financial aid award can be determined. Complete the Free Application for Federal Student Aid (FAFSA), and list the University (School Code: 001881) as a college to receive information. The University recommends students enrolled in Clinton Campus programs apply each year by March 1 for the upcoming academic year. Students enrolled in online programs must apply 90 days prior to the start of each academic year. Complete an Institutional Application for financial aid, a Master Promissory Note (if applicable), and Entrance Loan Counseling (if applicable). The University may also require additional documents to verify aid eligibility (for additional information, please see the *Verification for Federal Student Aid Eligibility* in this section of the *Catalog*). It is highly recommended that the student or parent apply for the Federal Student Aid Identification Number (FSA ID) through the US Department of Education at any of the following websites:

- fsaid.ed.gov;
- www.fafsa.gov;
- www.nsls.ed.gov;
- www.studentloans.gov; or
- www.studentaid.gov

The FSA ID serves as the student's electronic signature and can be used to electronically apply for federal student aid and access Federal Student Aid records online. The FSA ID should be kept in a safe location and should not be shared with anyone.

Free Application for Federal Student Aid (FAFSA)

The FAFSA is available online at www.fafsa.gov. The completed form should be signed electronically with the applicant's FSA ID so that the student's financial need can be evaluated.

Verification for Federal Student Aid Eligibility

The federal government requires colleges and universities to verify, or confirm, the data reported by students and their parent(s) on the FAFSA. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents ineligible students from receiving financial aid to which they are not entitled. A subset of financial aid applications are randomly selected by the U.S. Department of Education for verification.

If a student is selected for verification there is an asterisk next to the Expected Family Contribution (EFC) on the Student Aid Report (SAR). The SAR may be viewed online at www.fafsa.gov under Step 3, "View and Print Your Student Aid Report."

Applications selected for verification are placed into a Verification Tracking Groups (V1 – V6). The SAR indicates with a tracking flag for which group the student has been selected. Items to be verified are based on the specific Verification Tracking Group. If a student is selected for verification, the Financial Aid Office notifies the student of required documentation.

The student (and parent(s) of dependent students), are required to provide appropriate and legible supporting documents to the Financial Aid Office. Depending on the category selected, one or more of the following documents may be requested:

- Verification Worksheet;
- IRS Tax Return Transcript or use of IRS Data Retrieval Process;
- Documentation of Supplemental Nutrition Assistance Program (SNAP), if applicable;
- Documentation of child support paid, if applicable;
- Documentation of other untaxed income, if applicable;
- Verification of high school completion (or equivalent), if applicable; and,
- Identity and Statement of Educational Purpose, if applicable.

Please note that additional documents may be requested at the Financial Aid Office's discretion.

Participation in the verification process is not optional. Students with verification categories of V1 - V3, and V6, who do not submit the required documentation within 30 days of request may experience financial aid processing delays, and may be administratively withdrawn until all supporting verification documents have been received by the University's Financial Aid

Office. New online students who are selected for the customized verification categories of V4 or V5 must submit the required Identity and Statement of Educational Purpose documentation prior to progressing beyond conditional admission status or they will be administratively withdrawn prior to attending week four of their first course. Any other required documentation must be completed within 30 days of request. Continuing online students who are selected for the customized verification categories of V4 or V5 must submit the Identity and Statement of Educational Purpose within 14 days of notification and any other requested documentation within 30 days. If clarification is needed on a verification document or the Student Aid Report, an advisor from the Financial Aid Office will contact the student for additional information. Possible corrections may be required on the SAR. If a student's financial aid award in any way changes as a result of verification, a new award letter is generated and available via the portal to view or print.

Verification Worksheets can be obtained from the Financial Aid Office or on the Student Portal. Financial aid will not be processed or disbursed if an applicant fails to provide the appropriate and legible verification documentation.

Fraudulent Activity

If Ashford University obtains any credible information indicating that an applicant for federal student financial assistance may have knowingly engaged in fraud or other criminal misconduct in connection with his or her application for federal student financial assistance, that individual will be referred to the Office of Inspector General (OIG) of the US Department of Education. Examples of this type of misconduct may include, but are not limited to:

1. False claims of independent student status;
2. False claims of citizenship;
3. Use of false identities;
4. Forgery of signatures or certifications; and
5. False statements of income.

Code of Conduct and Federal Student Aid Eligibility

In addition to being referred to the OIG, students suspected and being investigated for Academic Dishonesty and/or knowingly furnishing false, falsified or forged information to the University will be placed on a hold and unscheduled from future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved through either the appeal process or through a Student Community Standards Formal Hearing. For more information on the code of conduct review process please see that section in this *Catalog*.

NSLDS Fraud Loan Flag and Federal Student Aid Eligibility

Students who have been convicted of fraudulently obtaining federal loans are no longer eligible for Federal Title IV aid. Students will be flagged on the Student Aid Report (SAR) as comment code 272. Students with this comment codes must refer to the loan holder for resolution. A financial aid hold will be immediately placed on the students account and students will be unscheduled from all future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved. If a student is still within the first week of their course, or within the Ashford Promise (CAP) period, those students will be removed from their current course as well. Students will be administratively withdrawn from the University after 14 days of non-attendance.

Identity Reject Flag and Federal Student Aid Eligibility

Students who meet certain conditions related to identity issues will be flagged on the Student Aid Report (SAR) as comment code 281 and are no longer eligible for Federal Title IV aid until resolved. A financial aid hold will be immediately placed on the students account and students will be unscheduled from all future courses. For those students utilizing financial aid, this hold will prevent a financial aid disbursement until the issue is resolved. If a student is still within the first week of their course, or within the Ashford Promise (CAP) period, those students will be removed from their current course as well. Students will be administratively withdrawn from the University after 14 days of non-attendance.

This comment code can only be overridden by the Department of Education. Students should contact Federal Student Aid at 202-377-3889 for resolution. The Department will work with students regarding requesting documentation directly to clear the issue. If the comment code is determined to be in error or is resolved, the school will receive a reprocessed ISIR with an override comment code 283.

Unusual Enrollment History and Federal Student Aid Eligibility

Students who are flagged on the Student Aid Report (SAR) as comment code 359 or comment code 360, who did not successfully complete coursework during an academic year in which they also received a Pell grant and/or a Federal Direct Loan (not including a Direct Consolidation Loan or parent PLUS loan), may be required to submit a letter of explanation and appropriate college history documentation for review by Ashford. The letter and explanation must show that

there were extraordinary or unusual circumstances that occurred which prevented the student from being successful in his or her studies. All requested documentation related to a comment code 359 or 360 for new online students must be submitted and approved by Ashford University prior to a student progressing beyond conditional admission status or the student will be administratively withdrawn prior to attending week four of their first course. For continuing students, if requested, the Identity and Statement of Educational Purpose must be submitted and approved within 14 days of notification or the student will be administratively withdrawn; any other requested documentation must be submitted and approved within 30 days. Financial aid will not be processed or disbursed if an applicant fails to provide the requested documentation.

General Financial Aid Reapplication Process

It is the student's responsibility to reapply for funding as necessary by completing the FAFSA and any subsequent document requested by the Financial Aid Office. Students enrolled in an online program must reapply 90 days prior to the start of each academic year. Students enrolled in a Clinton Campus program are responsible for reapplying for funding each year by March 1. Tardiness in applying could result in disqualification of the Financial Aid Plan and requires compliance with the terms and conditions of the Cash Plan.

If a student does not complete the financial aid process in advance of his or her last date of attendance, he or she forfeits eligibility for financial assistance that might otherwise have been available during that period of enrollment, and becomes fully responsible for all remaining balances. This also applies to Clinton Campus students with institutional scholarships or grants.

Online Undergraduate Programs

Renewed Loan Eligibility: A student enrolled in the online undergraduate program may renew his or her loan for the next academic year once these conditions have been met:

- If required, submission of a new award year FAFSA and any subsequent documents requested by the Financial Aid Office;
- The student has completed the initial 40-weeks of instructional time and the loan period has ended;
- The student has successfully completed 24 undergraduate-level credits; and
- The student is registered for another course.

Online Graduate Programs

Renewed Loan Eligibility: A student enrolled in the online graduate program may renew his or her loan for the next academic year once these conditions have been met:

- If required, submission of a new award year FAFSA and any subsequent documents requested by the Financial Aid Office;
- The student has completed the initial 36-weeks of instructional time and the loan period has ended;
- The student has successfully completed 18 graduate-level credits; and
- The student is registered for another course.

Entrance Counseling for Federal Loan Recipients

All first-time Federal Direct loan recipients who have received a Financial Aid Award offer and have accepted the Federal Direct Loan(s) are required to complete online Federal Direct Loan Entrance Counseling and to sign a Federal Direct Loan Master Promissory Note prior to the school receiving the funds. First-time borrowers of federal loans at Ashford University must complete entrance counseling as mandated by federal regulations. This requirement is met by completing an entrance counseling exercise online. Federal loans (Direct Loans and Grad PLUS) cannot be released to a student's account until this federal requirement is satisfied. Students applying for the TEACH Grant must also complete an Entrance Counseling as well as the TEACH Grant Agreement to Serve (ATS). Students will be provided information on how to complete the required counseling exercises along with their financial aid award information. A PLUS loan applicant, either a parent or a graduate or professional student, that has an adverse credit history must complete additional required PLUS loan counseling via the StudentLoans.gov website.

Types of Financial Aid

In general, financial aid is provided in the form of grants and loans. Part-time work programs are also available for enrolled students. While some students may qualify for one type of financial assistance, others may qualify for a combination of two or more programs. The financial aid packaging process is awarding aid without exceeding the student's financial need. This packaging of financial aid allows Ashford University to assist a larger number of students and to award aid suited to the student's individual needs. Each student may be expected to make a financial contribution toward educational costs based on family

circumstances and ability to pay. The family's share of the cost and eligibility for aid are determined through the Free Application for Federal Student Aid (FAFSA).

University Awards (for Clinton Campus Programs)

The University awards institutional aid based on a student's demonstrated financial need, academic record, and athletic participation. For more information, please see the Ashford website at www.chooseashford.com or inquire in the Admissions or Financial Aid Offices.

State Aid Programs

Please visit the Education Resource Organization Directory (EROD) at www2.ed.gov/about/contacts/state/index.html for a list of state grant agencies by state. Students may contact these agencies directly for information regarding state grants that may be available.

Federal Aid Programs (Title IV)

Federal Pell Grants: Federally funded grants for undergraduate students who have not earned a bachelor's or professional degree. These grants are based on financial need and enrollment status at the University. Pell Grants provide a foundation of financial aid for many students to which other aid may be added. To determine eligibility for Federal Pell Grants, the US Department of Education uses a standard formula to evaluate the information supplied to them from the student. This formula produces an Expected Family Contribution (EFC) amount. The amount a student receives for a Pell Grant depends on a student's EFC, cost of attendance, status as either a full-time student or part-time student, and whether the student will attend school for a full academic year. Pell Grants are limited each award year in amounts depending upon program funding and a maximum per-student amount. Grants are currently awarded up to a maximum of \$5,775 per academic year (award year 2015-16). The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited to be the equivalent of six years or 600% of Pell Grant funding.

Federal Supplemental Educational Opportunity Grants (FSEOG): Grants funded by the federal government and the University to aid undergraduate students with exceptional financial need. The University determines who will receive FSEOG based on factors such as need, Pell Grant eligibility, and availability which may vary by payment period. The award amount could be up to \$1,500 per academic year at Ashford University based on allocations.

Direct PLUS Loans (PLUS): Long-term, low-interest rate loans made available to eligible parents to help pay student expenses at an approved postsecondary educational institution. These are loans that must be repaid. An eligible parent may borrow up to the student's cost of attendance, minus all other financial aid resources. The lender is the U.S. Department of Education. Repayment begins once the loan is fully disbursed. The parent borrower may contact his or her loan servicer to request a deferment. These loans are subject to credit approval and are available only to aid dependent students.

Direct Graduate PLUS Loans (Available for Graduate Programs Only): Long-term, low-interest unsubsidized loans for graduate students. These are loans that must be repaid. The student may borrow up to the cost of attendance, minus the Unsubsidized Direct Loan (if applicable), all other financial aid received, and any other aid resources. An eligible student may borrow directly from the Federal government. Repayment begins six months after the student ceases to be enrolled at least half-time. These loans are subject to credit approval.

Federal Direct Loans: Direct Loans are low-interest loans for students to help pay for the cost of a student's education when attending post-secondary education after high school. These are loans that must be repaid. The lender is the US Department of Education. Students may borrow directly from the federal government through the Direct Loan servicer. While the federal government is the lender for Direct Loans, the application and origination process occurs through the University. To be eligible for a Direct Loan, a student must be enrolled in an eligible degree program on at least a half-time basis. The Direct Loan Program offers a lower interest rate than most commercial loans. The federal government pays the interest on a Subsidized Direct Loan* for undergraduate students while attending at least a half-time program or during a period of deferment, as long as the student shows a demonstrated financial need. An origination fee may be deducted from the student's loan amount that is disbursed. If a student does not demonstrate a financial need or is a graduate student, the Unsubsidized Direct Loan may be available and begins to accrue interest while the student is in school. Please refer to the *Federal Direct Annual Loan Limits* and *Federal Direct Aggregate Loan Limits* tables in this section of this *Catalog*. If a student received federal student financial aid funds, and withdraws from the institution, after review of the student's account to determine if there are payments in excess of charges, the student is entitled to receive a refund of funds not paid from federal financial aid funds. The standard repayment

plan begins six months after the student graduates or is no longer enrolled at least half-time, and up to 10 years may be allowed to repay the loan(s). Students who meet eligibility requirements may request a deferment or forbearance of their loan payment. The following are circumstances under which a student may qualify for a deferment/forbearance: currently enrolled in school on at least a half-time basis; graduate fellowship; rehabilitation training; unemployment; economic hardship; military service; or post-active duty student. Please refer to www.studentaid.ed.gov for more information about current loan interest rates and how to apply for a Direct Loan and other repayment options.

**Beginning with the 2013-2014 Financial Aid year, there is a limit on the maximum period of time (measured in academic years) that a student can receive Subsidized Direct Loans. This applies to first-time borrowers only (or students who had previously borrowed and paid off federal student loans). In general, a student may not receive Subsidized Direct Loans for more than 150% of the published length of his or her program. Students who change programs may have their subsidized eligibility impacted and should contact their Student Advisor for more information.*

TEACH Grant (Clinton Campus only): Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, students must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves students from low-income families. As a recipient of a TEACH Grant, students must teach for at least four academic years within eight calendar years of completing the program of study for which a TEACH Grant was received, complete the FAFSA and have a cumulative Grade Point Average (CPGA) of 3.25 or higher and meet all Title IV eligibility requirements. If the student does not complete the service obligation, all TEACH grants are converted into a Direct Unsubsidized Loan with interest charged from the date the TEACH grant was disbursed and will need to be repaid.

Federal College Work-Study Program (FWS): Funded by the federal government and the University. To be eligible, a student must complete the FAFSA, have a documented financial need, and maintain satisfactory progress, as defined for financial assistance. Students may be employed by the University or off-campus federal, state, and local public agencies. They may also

be employed by certain private nonprofit. Work-Study awards do not guarantee a student employment with an eligible employer. In addition, funds earned through the FWS program do not automatically count against the student's billed tuition. Contact the Financial Aid Office for additional information.

Iraq and Afghanistan Service Grant: Federally funded grants for undergraduate students. Students may be eligible for this grant if the student was not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution but meets the remaining Federal Pell Grant eligibility requirements, and the student's parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001; and if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college.

Other Available Financial Aid

Students should check with their high school, area civic groups, businesses, and churches to determine availability. See *Outside Scholarships* and *Private Loan* in this section of the *Catalog*.

Financial Aid Plan for Online Programs

To select the Financial Aid plan as the primary payment option for enrollment in an online program, at least 50% of a student's annual tuition and applicable fees must be funded through federal financial aid benefits.

Under this plan when used as a primary payment option for enrollment in an online program, students are expected to submit all financial aid documents prior to their start date. If a student fails to supply all required documents by 11:59 pm in the Pacific Time Zone on Monday of the first week, the student will be withdrawn from his or her current course. Students who are otherwise qualified may restart their program at a later date when all required financial aid documentation is submitted. If a student is unable to qualify for financial aid, he or she must select another payment option and is held responsible for any outstanding balances incurred.

Continuous attendance with no attendance breaks greater than 14 days or approved an Academic Leave greater than 45 days is required to retain eligibility for disbursed federal financial aid funds. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. The University may be required to return the federal funds of students with reduced financial aid eligibility due to attendance breaks or

Academic Leaves, leaving the student responsible to the University for any balance on the student's account. Students who are awarded Title IV aid in an amount exceeding the tuition and fees assessed by the University, and/or students who withdraw before completion of the term or program, may be required to return unearned funds to the Department of Education and/or Ashford University. Students in this situation who received excess funds stipend checks may be required to return those funds to the institution. Students are strongly encouraged to contact their Student Advisor to understand the potential impact attendance changes may have on their financial aid as far in advance as possible.

Financial Aid Specific to Online Undergraduate Programs

Definition of Academic Year

Week = 7 calendar days

Full Academic Year Definition = a minimum of 40 weeks of instructional time and 24 successfully earned credits that apply toward the student's program of study. Please note: courses are offered 50 weeks in each calendar year. Therefore, students can complete five academic years in four calendar years.

A full Academic Year consists of two (2) increments that may be referenced as payment periods, financial aid payment periods or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Loan Disbursement Information

Loan periods for online undergraduate programs are 40 weeks in length. Online undergraduate students can expect two (2) disbursements (one per payment period) each academic year. An academic year for undergraduate students is comprised of eight (8) successfully completed courses. Each payment period is four (4) successfully completed courses. The beginning of the loan period for online programs will coincide with the beginning date of the first course in the student's academic year. See *Financial Aid Specific to Online Undergraduate Programs* Definitions in this section of the *Catalog* for more information about loan periods.

First Disbursement: To receive a disbursement, students must have successfully completed the financial aid application process, including verification, if applicable. The first disbursement will be delivered no earlier than the first week a student has posted attendance in the first course. For students who are conditionally admitted with the Ashford Promise, the first disbursement will be delivered no earlier than at the time of matriculation during the 4th week of attendance in the first course. For first-time undergraduate borrowers, the first disbursement cannot be disbursed until 30 days after the first day of the student's program of study. The first disbursement is intended to be applied toward the first four (4) successfully completed courses and any applicable fees.

Second Disbursement: The second disbursement will be delivered once a student has successfully completed at least 12 undergraduate-level credits and is intended to be applied toward the remaining four (4) successfully completed courses and any applicable fees in the second payment period. A student must also be registered for and start the next class in the second payment period, and at least half of the loan period (20 weeks) must have passed. For students in a final academic year that is less than a full academic year but more than half of an academic year, the second disbursement will occur when the student has completed half the credits and half the weeks of instructional time remaining. In order to be eligible for a Post Withdrawal Disbursement (PWD) or Late Disbursement for a second/subsequent disbursement, a student must have graduated or completed the payment period for which the loan was intended.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. Grades of "D+," "D," or "D-" that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses. In addition, students

who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Financial/Financial Aid Implications for Residents of Mississippi and Tennessee: Financial aid may be certified but will not be disbursed until proof of graduation from high school or equivalent has been received by Ashford University. To allow time for receipt of this proof, students choosing the "financial aid" payment option will have their first disbursement of financial aid delayed until the later of eleven (11) calendar weeks post start date or the conclusion of the first six (6) attempted credits. Students whose proof of graduation from high school or equivalent is not received within the time frame described previously will:

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

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 12 undergraduate-level credits. However, students who do not meet the minimum 12 successfully completed undergraduate level credits may be required to pay out of pocket for additional courses, including dropped or failed courses, before a subsequent disbursement can be released. Students who fall below the minimum number of credit hours may have their financial aid funds reduced or prorated.

Students who do not consistently register for sequential courses may not receive their financial aid disbursements.

Online Bookstore Voucher (Online Undergraduate)

Online undergraduate students may be eligible for a voucher to purchase required books and supplies through the University's online bookstore. Vouchers are automatically generated and emailed to eligible students within the first seven days of the financial aid payment period.

This online bookstore voucher allows the student to purchase required books and supplies with an automated charge posted to his or her student account

against anticipated financial aid, and only when the anticipated financial aid is greater than the amount of tuition and fees for the payment period. These voucher purchases will be paid by the student's financial aid funds once disbursements are posted to the student's account. In all cases, the student is obligated to reimburse Ashford University in full for the amount of charges incurred when the bookstore voucher is used whether or not sufficient financial aid funds are available on the student's account. Such a situation may occur, but is not limited to, when:

- The bookstore charges are not able to be charged against financial aid;
- The student does not receive the anticipated financial aid; or
- The student does not receive sufficient financial aid to cover the full amount of the bookstore charges.

Online bookstore vouchers will only be issued to students who:

- Are eligible for a Federal Pell Grant; and
- Are estimated to be eligible for federal aid disbursements in excess of tuition and fee charges; and
- Complete their financial aid file 21 calendar days prior to the start of the financial aid payment period, or have their financial aid package completed 10 calendar days prior to the start of the payment period.

Online bookstore vouchers expire 21 days after the financial aid payment period begins and may only be used at the University's online bookstore. These vouchers are not transferrable and cannot be redeemed for cash. Only one voucher per eligible student will be issued each financial aid payment period. Students are not obligated to use the voucher to purchase their books. Students may opt out by simply not using the book voucher and purchasing their books using personal funds.

Questions pertaining to the Online Bookstore Voucher should be directed to the student's Student Advisor.

Financial Aid Specific to Online Graduate Programs

Definition of Academic Year

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and 18 successfully earned credits that apply toward the student's program of study.

A full Academic Year consists of two (2) increments that may be referenced as payment periods, financial aid payment periods or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each increment.

Loan Disbursement Information

First Disbursement: To receive a disbursement, students must have successfully completed the financial aid application process, including verification, if applicable. The first disbursement will be delivered no earlier than the first week a student has posted attendance in the first course. For students who are conditionally admitted with the Ashford Promise, the first disbursement will be delivered no earlier than at the time of matriculation during the 4th week of attendance in the first course. The first disbursement is intended to be applied toward the first three (3) successfully completed courses and any applicable fees.

Second Disbursement: The second disbursement will be delivered once a student has successfully completed at least 9 graduate-level credits and is intended to be applied toward the remaining three (3) successfully completed courses and any applicable fees in the second payment period. A student must also be registered for and start the next class in the second payment period, and at least half of the loan period (18 weeks) must have passed.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses

will not have the repeated course counted toward successfully completed courses. In addition, students who are required or choose to repeat courses in which they earned a grade of "C," will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 9 graduate-level credits. However, students who do not meet the criteria listed previously for receipt of loan funds may be required to pay for more than the minimum number of courses before a subsequent disbursement is available.

Students who do not consistently register for sequential courses may not receive their financial aid disbursements.

Financial Aid Plan for Clinton Campus Programs

Under the Financial Aid plan for enrollment in Clinton Campus programs, if a student fails to supply all required documents by Friday of the second week at 4 pm in the Central Time Zone, the student will be immediately withdrawn from all courses in that semester. Students who are otherwise qualified may be rescheduled to restart their program at a later date when all required financial aid documentation is submitted or when a different method of payment is selected. If a student is unable to qualify for financial aid, he or she must select another method of payment and is held responsible for any outstanding balances incurred.

Loan Disbursement Information

Loan periods for all Clinton Campus based programs are generally comprised of two terms (fall and spring). The beginning date of the loan period for Clinton Campus programs will coincide with the start date of the first term in the loan period.

Disbursement Eligibility: The first disbursement will be delivered after the census date in the term. First-time undergraduate borrowers cannot receive their disbursement until 30 days after the first day of the student's program of study. Clinton Campus programs use a scheduled academic year in determining the frequency of annual loan limits. The summer term is considered a trailer to the fall/spring academic year. A student enrolled in a Clinton Campus program gains eligibility for up to the Direct annual loan limit for a scheduled academic year that begins with the fall term. If a student exhausts his or her annual loan limit

during the fall/spring terms, he or she is ineligible for additional loan funds for attendance during the summer term. If the student has remaining annual loan limit eligibility after attending the fall and/or spring terms, he or she may receive the remainder of his/her annual loan limit for summer attendance during a loan period that includes only the summer term. The beginning date of the loan period for a summer loan will coincide with the start date of the summer term. The first disbursement of a summer-only loan will be delivered after the census date in the term.

Repeating Coursework (Clinton Campus Students)

Retaking coursework previously passed in Ashford University Clinton Campus programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

Clinton Campus Bookstore Charges

All Clinton Campus students have the option to purchase books and required course supplies with a charge posted to their student account against anticipated financial aid, scholarships, or payments. A charge account ID will automatically be generated for eligible registered students and Pell Grant recipients.

Students are obligated to pay Ashford University in full for the amount charged in the bookstore whether or not sufficient financial aid funds are available on the student's account. Such a situation may occur, but is not limited to, when:

- The bookstore charges are not able to be charged against financial aid;
- The student does not receive anticipated financial aid or scholarships; or
- The student does not receive sufficient financial aid to cover the full amount of the bookstore charges.

The Clinton Campus Bookstore Charge Account ID is not transferrable and cannot be redeemed for cash. Students are not obligated to charge their books to their student account. Students may opt out by purchasing their books using personal funds.

This option is available through the first 10 class days of each semester. Questions pertaining to the Clinton Campus Bookstore purchases should be directed to the student's Finance Planner.

Financial Aid and Satisfactory Academic Progress Requirements

Students are required to make satisfactory academic progress in order to maintain eligibility for Title IV federal financial aid. See the *Satisfactory Academic Progress (SAP)* policy in the *Clinton Campus Programs, Online Undergraduate Programs or Online Graduate Programs* section of this *Catalog* for further details related to SAP review and requirements, and information related to conditions of Academic and Financial Aid Warning, Academic and Financial Aid Probation and Probation-Academic Plan during which students maintain Title IV eligibility.

Note: Grades of "W," "WF," "I," or "F" do not count toward successfully completed courses. Grades of "D+," "D," or "D-" that do not count toward successful completion of required competency courses and thus must be repeated, also do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses will not have the repeated course counted toward successfully completed courses. Once a grade of "I" is successfully completed for a permanent grade as outlined previously, the course will count toward successful completion.

Exit Counseling for Federal Loan Recipients

Students who leave the University or whose student status falls below half-time must complete exit counseling for federal loans (Direct and Grad PLUS) within 30 days of separation from the school as mandated by federal regulations. Students will be emailed instructions on how to complete their exit counseling online. Students may contact the Financial Aid Office to receive individual repayment or account information.

Return of Title IV Funds

The Financial Aid Office is required to perform a Return of Title IV Funds calculation when a Title IV recipient withdraws from his or her program. A student may withdraw from the University at any time either verbally or in writing. It is highly recommended that online students speak with their Student Advisor prior to withdrawing. Clinton Campus students who wish to withdraw must notify the Registrar's Office.

The standard formula for Return of Title IV is calculated on a percentage basis by comparing the total number of days the student completed to the total number of days in the payment period. The calculation determines the amount of Title IV the student is eligible to keep and the amount of Title IV funds which are required to be returned. The Return of Title

IV calculation may result in the student owing the University for unpaid tuition and fees and Department of Education for grants and Direct Loans.

For Return of Title IV calculation purposes, the payment period for students attending the Clinton Campus programs is defined as the semester from which the student withdraws. Official and unofficial withdrawal dates for Clinton Campus students are defined as the last documented date of academically related activity by the student. For students participating in online classes, a payment period consist of one-half of the credit hours and weeks required for the academic year being attended at the time of withdrawal. For additional information on academic year and payment period, please refer to *Definition of Academic Year* in this section of this *Catalog*.

If a return of Title IV funds creates a balance on the student's account, the student will be responsible for full payment. A student will not be allowed to re-enter, register, or receive an official academic transcript until the outstanding balance has been paid in full or is currently on an approved payment plan. If loan funds need to be returned by the student, the student may pay these funds back under the original terms of the loan. If grant funds need to be returned by the student, the student must pay these funds back to the Federal Grant program. The University will return the unearned Title IV funds in the following order:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct Graduate PLUS
- Direct Parent PLUS
- Federal Pell Grant
- FSEOG
- TEACH Grant
- Iraq and Afghanistan Service Grant

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Direct Loan Grace Period

Direct Subsidized and Unsubsidized Loans:

When a student graduates, withdraws or is no longer enrolled at least halftime in an eligible program, he or she will be granted a six-month grace period for his or her Direct Subsidized and Unsubsidized Loans for which the student is not required to make a loan payment. The grace period begins the day after the student stops attending or drops below half time enrollment. At the end of the grace period, repayment

begins. For Direct Unsubsidized Loans any interest that accumulates during the deferment period will be added to the unpaid principal.

Direct Parent and Graduate PLUS Loan:

There is no grace period for Direct PLUS loans. However, parent PLUS borrowers, graduate, or professional PLUS borrowers can request to defer repayment for an additional 6 months after the student graduates, withdraws or drops below half-time enrollment. In doing so, any interest that accumulates during the deferment period will be added to the unpaid principal. At the end of the grace period, repayment begins.

Direct Loan Repayment

There are several choices of repayment plans. The loan servicer will notify the student (and/or parent) of the date the loan goes into repayment. If the student does not choose a repayment plan, they will be placed on the standard repayment plan. The longer the loans are in repayment, the more interest that will be accrued. If a student obtains a loan to pay for their educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any funds returned to the lender determined after withdrawal during the Return of Title IV Funds calculation.

Standard Repayment Plan:

The student pays a fixed amount each month until the loan is paid in full. The monthly payments will be at least \$50, and up to 10 years repayment. Less interest is paid over time on this plan.

Graduate Repayment Plan:

The payments start out low and will increase every two years. The length of the repayment period will be up to 10 years. More interest is paid over time on this plan.

Extended Repayment Plan:

The student must have more than \$30,000 in Direct Loan debt. Under the extended plan the student can take up to 25 years for repayment and two payment options: fixed or graduated. Fixed payments are the same amount each month, while the graduate payments start low and increase every two years.

Pay As You Earn Repayment Plan:

Maximum monthly payments are 10% of discretionary income, the difference between the adjusted gross income and 150% of the poverty guideline for the family size and state of residence. Payments change as income changes. Student (or parent) must have a partial financial hardship. The length of the repayment period will be up to 20 years.

Income Contingent Repayment Plan:

(Not available for parent PLUS Loans)

This plan gives the flexibility to meet the Direct Loan

obligation without causing undue financial hardship. Each year the monthly payments are calculated on the basis of the student's adjusted gross income (AGI, plus spouse's income, if married), family size, and the total number of Direct Loans. The maximum repayment period is 25 years.

Income-Based Repayment Plan:

The required monthly payment will be based on the student's (or parent's) income during any period when he or she has a partial financial hardship. The monthly payment is adjusted annually. The maximum repayment period may not exceed 10 years.

Payment Support

If the student (or parent) has trouble making the loan payment, he or she should contact the loan servicer as soon as possible. There may be options such as changing repayment plan, deferment, or forbearance. Receiving a deferment or forbearance is not automatic. The student must apply for it. If the student is not sure who his or her servicer is, he or she can go to NSLDS at www.nsls.ed.gov and use his or her FSA ID to access all loan information.

Deferment:

A deferment is a period during which repayment of the principal and interest is temporarily delayed. Depending on the type of loan, the federal government may pay the interest on the subsidized loan during the period of deferment.

A student may qualify for a deferment while he or she is:

- Enrolled at least half time in an eligible program at an eligible institution
- Unemployed or meet the rules for economic hardship (limited to 3 years)
- Based on qualifying active duty service in the U.S. Armed Forces or National Guard.

Forbearance:

If the student cannot make his or her scheduled loan payment and does not qualify for a deferment, he or she may be able to receive a forbearance. Forbearance allows the student to temporarily stop making payments, temporarily make smaller payments, or extend the time for making payments. Interest will continue to accrue on the subsidized and unsubsidized loans (including all PLUS loans).

Some common reasons for receiving forbearance are:

- Illness
- Financial hardship
- Serving in a medical or dental internship
- Residency

If the student has defaulted on a student loan, he or she is not eligible for a deferment or forbearance.

Consolidation

Consolidation is the process of combining multiple federal student loans into one loan so there is only one monthly payment. Loan consolidation can greatly simplify loan repayment by centralizing loans into one bill and can lower monthly payments by offering up to 30 years repayment. However, by consolidating, the length of the repayment period is increased. Students should understand the advantages and disadvantages of consolidation before submitting an application for consolidation. For more information, please visit www.studentaid.ed.gov

Consequences for Not Making Loan Payments

If the student (or parent) does not make a loan payment or stops making payments and does not get a deferment or forbearance, the loan could go into default. To default means the student (or parent) fails to make the loan payment as scheduled according to the terms and conditions of the promissory note. Consequences for not making the loan payment could result in one or more of the following:

- The entire unpaid balance with interest due and payable;
- Loss of eligibility of deferment, forbearance or repayment plan;
- Loss of eligibility of future federal financial aid;
- The account being assigned to an outside credit agency;
- Loan being reported to the three major credit bureaus, damaging credit ratings;
- Federal and state income tax being withheld;
- Student loan debt increasing due to late fees, additional interest, court costs, collection fees, attorney's fee and any other costs associated with the collection process;
- Wage garnishment.

For more information regarding Direct Loan Repayment please visit www.direct.ed.gov.

Questions Regarding Financial Aid

Students should call, write, or visit the Financial Aid Office for help in completing forms, answering questions, and explaining the award process. The Financial Aid Office telephone number for Clinton Campus programs is (563) 242-4023; the fax number for Clinton Campus programs is (563) 242-8684. The Financial Aid Office telephone number for online students is (866) 974-5700.

University Refund Policies

The following policies govern refunds to students in case of course drop, withdrawal, or dismissal from the University. Students who do not have federal financial aid will have their charges and financial credits assessed in accordance with the refund policy. Any nonfederal aid will be prorated and refunded using the same percentages in the refund policy. No refund will be made if the student's withdrawal date occurs after 60% of the enrollment period has passed. For exceptions to this policy, please see specific state refund policies detailed subsequently.

Institutional Tuition Refund Policy

Students who drop or are administratively withdrawn from a course (or the institution) may be eligible for a tuition refund. Tuition refunds are based upon course length. Return of Title IV is based on the length of the payment period.

Online students should refer to the *Ashford University Tuition Refund Schedule* or applicable state refund policy for specific information regarding tuition refunds. Students whose last date of attendance (LDA) is during the indicated week will receive the tuition credit indicated. If an online student drops on or before the start date of a course, a 100% refund of the total cost of the course will be provided. Clinton Campus students should refer to the *Iowa State Refund Policy* table for specific information regarding tuition refunds. If a Clinton Campus student drops prior to census date (Friday of the second week of each term), no charges will be due. If a Clinton Campus student drops after census date, only tuition will be refunded in accordance with the *Iowa State Refund Policy*. Charges for room and board are not refundable except for special circumstances described previously. Charges for any other fees are not refundable.

Clinton Campus terms begin on a Monday and end on a Friday. Online course weeks begin on a Tuesday and end on a Monday.

Ashford University Tuition Refund Schedule

The Ashford University Tuition Refund Schedule applies to online students who drop or are administratively dropped from a course or the institution and who are not otherwise covered under a state-specific tuition refund policy.

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	50%	0%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	50%	0%	0%	0%	N/A

*Refund percentage applied based on week of last date of attendance (LDA).

Ashford University First Course Refund Schedule (Ashford Promise)

The Ashford University First Course Refund Schedule (Ashford Promise) applies to degree-seeking online students who drop or are administratively dropped during their first course. The Ashford University First Course Refund Schedule (Ashford Promise) is applicable to the first course taken as a degree-seeking student at the undergraduate and graduate level.

PROGRAM	Course Length	1st* week	2nd* week	3rd* week	4th* week	5th* week	6th* week
Nonterm-Based Graduate Level Programs (Online Formats) Refund % by Course LDA	6	100%	100%	100%	0%	0%	0%
Nonterm-Based Undergraduate Level Programs (Online Formats) Refund % by Course LDA	5	100%	100%	100%	0%	0%	N/A

*Refund percentage applied based on week of last date of attendance (LDA).

Undergraduate Students Using Military Tuition Assistance Refund Policy

The Undergraduate Students Using Military Tuition Assistance policy applies to undergraduate students using military Tuition Assistance for an online course. Military Tuition Assistance users will have tuition refunded according to this policy unless the student resides in a state where that state's tuition policy is more favorable to the student.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%
Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%
Day 19	46%
Day 20	43%
Day 21	40%
Day 22+	0%

*Refund percentage applied based on last date of attendance (LDA).

**When the drop meets the requirements detailed under Military Deployment Provisions, students may withdraw from any current course and receive a 100% tuition credit.

California State Refund Policy

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

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 1-7	100%
Day 8	77%
Day 9	74%
Day 10	71%
Day 11	69%
Day 12	66%
Day 13	63%
Day 14	60%
Day 15	57%
Day 16	54%
Day 17	51%
Day 18	49%

Day 19	46%
Day 20	43%
Day 21	40%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	

If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 1-7	100%
Day 8	81%
Day 9	79%
Day 10	76%
Day 11	74%
Day 12	71%
Day 13	69%
Day 14	67%
Day 15	64%
Day 16	62%
Day 17	60%
Day 18	57%
Day 19	55%
Day 20	52%
Day 21	50%
Day 22	48%
Day 23	45%
Day 24	43%
Day 25	40%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

The institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the program in which the student was enrolled.

Iowa State Refund Policy

The Iowa State Refund Policy applies to residents of Iowa who are enrolled in online courses and all students enrolled in Clinton campus programs and courses.

If a student enrolled in an online course drops, or is administratively dropped, from the course and his or her last date of attendance (LDA) in the course is on or before the drop deadline listed in the following table, a 100% refund of the total cost of the course will be provided. If a student enrolled in a Clinton campus program or course withdraws from the University and his or her last date of attendance (LDA) at the University is on or before the drop deadline listed, a 100% refund of the total cost of the course will be provided.

Course/Term Length (weeks)	Drop Deadline
3	Day 3
5	Week 1
6	Week 1
8	Week 1
16	Week 2

FINANCIAL INFORMATION

If a student enrolled in an online course drops, or is administratively dropped, from the course and his or her last date of attendance (LDA) in the course is beyond the drop deadline, the tuition refund is calculated according to the subsequent formula. If a student enrolled in a Clinton campus program or course withdraws from the University and his or her last date of attendance (LDA) at the University is beyond the drop deadline, the tuition refund is calculated according to the following formula:

$$\text{Tuition X} \frac{\text{Remaining \# of calendar days in the course/term}}{\text{Total \# of calendar days in the course/term}} \text{X } 90\%$$

Kentucky State Refund Policy

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

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-8	100%
Day 9-17	50%
Day 18+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-10	100%
Day 11-21	50%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	

Maryland State Refund Policy

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

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-10	60%
Day 11-14	50%
Day 15-20	20%
Day 21+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	80%
Day 9-12	60%
Day 13-14	50%
Day 15-16	40%
Day 17-25	20%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

Missouri State Refund Policy

The Missouri State Refund Policy applies to residents of Missouri who are taking courses in the online modality. Some fees charged might be non-refundable depending on the student's last date of attendance. For a full list of tuition and fees, please visit www.ashford.edu/admissions/online_tuition_fees.htm. Refunds will be issued to the original payor.

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

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-14	50%
Day 15-21	15%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8-14	50%
Day 15-21	25%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	

New Mexico State Refund Policy

The New Mexico State Refund Policy applies to residents of New Mexico who are taking courses in the online modality. The following pro rata refund schedule applies when students drop or are administratively dropped from a course or the institution:

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-10	60%
Day 11-14	50%
Day 15-17	30%
Day 18-21	15%
Day 22+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	75%
Day 9-12	60%
Day 13-14	50%
Day 15-16	45%
Day 17-21	30%
Day 22-25	15%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

Tuition/fee refunds will be made within thirty (30) calendar days of the University receiving notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier. Upon request by a student or the New Mexico Higher Education Department, the institution shall provide an accounting for such amounts retained under this standard within five (5) work days.

Wisconsin State Refund Policy

The Wisconsin State Refund Policy applies to residents of Wisconsin who are taking courses in the online modality. The following pro rata refund schedule applies when students drop or are administratively dropped from a course or the institution:

If Student Drops or Withdraws on	Refund Percentage for 5-week Courses*
Day 0-7	100%
Day 8-10	70%
Day 11-13	60%
Day 14-17	50%
Day 18-20	40%
Day 21+	0%
*Refund percentage applied based on last date of attendance (LDA).	
If Student Drops or Withdraws on	Refund Percentage for 6-week Courses*
Day 0-7	100%
Day 8	80%
Day 9-12	70%
Day 13-16	60%
Day 17-20	50%
Day 21-25	40%
Day 26+	0%
*Refund percentage applied based on last date of attendance (LDA).	

The University will make every effort to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned to the supplier by the University. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, and the withdrawal is due to mitigating circumstances beyond the student's control (detailed in the *Tuition Credit Request Policy and Procedure* in the *Student Rights and Responsibilities* section of this *Catalog*), the school will refund a pro rata amount.

A written notice of withdrawal is not required. The University will honor any valid notice of withdrawal within the three (3) business day cancellation period, and within thirty (30) calendar days after dismissal of the student or receipt of notice of withdrawal, shall refund to the student any amounts due and arrange for a termination of the student's obligation to pay any sum in excess of that permitted under the refund policy. For students receiving funds under Title IV, the school will comply with federal guidelines concerning constructive notice of withdrawal. All or a portion of the refund will be used to pay sponsors furnishing grants, loans, scholarships or other financial aid in conformity with federal and state law. After any disbursement to financial aid sponsors have been made, the student shall receive the balance, if any, for the amount due under the refund policy.

For information regarding the return of federal funds policies, please see the *Return of Title IV Funds* policy in this section of the *Catalog*. For information regarding the withdrawal policies, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Special Circumstances

Students called to active duty in the Armed Forces of the United States or leaving the University because of illness or other causes beyond their control may receive special consideration. Each case will be considered individually based upon the special circumstances involved.

Special circumstances may include, but are not limited to, the following:

- Loss of Income;
- Divorce;
- Death of a wage earner;
- Experience a natural or catastrophic disaster;

- Major medical/dental expenses not covered by insurance; or,
- Dependent Care

Online students should contact their Student Advisor and on-campus students should contact the Campus Financial Aid Department for additional information.

Dismissal/Expulsion

Students dismissed or expelled from the University are not authorized refunds of any kind other than those provided by the *Institutional Tuition Refund Policy* in this section of the *Catalog*.

SECTION FIVE

GENERAL ACADEMIC INFORMATION AND POLICIES

University Program Offerings

Associate's, Bachelor's, and Master's online programs are administered by the Forbes School of Business at Ashford University and three colleges: the College of Education, the College of Health, Human Services, and Science, and the College of Liberal Arts. Additional Bachelor's programs are also offered at the Clinton Campus by these colleges. For more information about on-time completion rates, the median loan debt of students who completed each program listed below, and other important information, please visit www.ashford.edu/pd.

Forbes School of Business

Bachelor of Arts

- Accounting
- Business Administration
- Business Economics
- Business Information Systems
- Business Leadership
- *Computer Graphic Design
- Consumer and Family Financial Services
- eMarketing
- Entrepreneurship
- Finance
- Human Resources Management
- International Business
- Operations Management and Analysis
- Organizational Management
- Project Management
- Public Administration
- Public Relations and Marketing
- Real Estate Studies
- Service Management
- Sports and Recreation Management
- Supply Chain Management

Graduate Studies

- Master of Accountancy
- Master of Arts in Organizational Management
- Master of Business Administration
- Master of Public Administration

College of Education

Associate of Arts

- Early Childhood Education

Bachelor of Arts

- Child Development
- Cognitive Studies
- Early Childhood Education
- Early Childhood Education Administration
- Education Studies
- *Elementary Education
- English Language Learner Studies
- Instructional Design
- Library Science and Media
- *Physical Education

Graduate Studies

- Master of Arts in Education
- Master of Arts in Teaching and Learning with Technology

College of Health, Human Services, and Science

Bachelor of Arts

- Applied Behavioral Science
- Complementary and Alternative Health
- Gerontology
- Health and Human Services
- Health and Wellness
- Health Care Administration
- Health Education
- Psychology

Bachelor of Science

- *Biology
- *Computer Science and Mathematics
- Health Information Management
- *Health Science Administration
- *Natural Science

Graduate Studies

- Master of Arts in Health Care Administration
- Master of Arts in Psychology

College of Liberal Arts

Associate of Arts

- Military Studies

Bachelor of Arts

- Applied Linguistics
- Communication Studies
- Cultural Anthropology
- English
- *English and Communication
- Environmental Studies
- History
- Homeland Security and Emergency Management
- Journalism and Mass Communication
- Law Enforcement Administration
- Liberal Arts
- Military Studies
- Political Science and Government
- Social and Criminal Justice
- Social Science
- Sociology

Graduate Studies

- Master of Science in Criminal Justice

**Offered at the Clinton Campus only.*

General Education Curriculum

Philosophy and Purpose

The higher education offered by the University and other colleges and universities differs from other forms of postsecondary education in the belief that education involves preparation for living life as a whole rather than simply training a student for a specific job. Typically, colleges and universities have sought to provide such preparation by requiring that students devote a substantial portion—often about one-third—of their coursework to General Education programs that provide sufficient breadth of education and mastery of essential learning skills to enable them to understand and to adapt to a changing world as well as to contribute to its betterment. While virtually all institutions of higher education have some sort of General Education requirements, there is much variety, and the pattern that a college's General Education program takes says a great deal about its values, its view of the world, and its personality.

The University's General Education requirements are grounded firmly in the University's mission statement, which places the University squarely within the liberal arts tradition of higher education. It speaks of intellectual growth and of a shared search for truth within a community that values diversity in ways of learning and forms of knowledge as well as in terms of the people the University seeks to serve.

In crafting a General Education program that reflects the mission statement, the faculty believed that students graduating from the University should first of all possess certain competencies that define a college-educated person. In curricular terms, this takes the form of a competency block in which students must demonstrate proficiency in applied ethics, information technology, critical thinking, mathematics, and written and oral communication.

These learning skills are valuable in and of themselves and, doubly so, when used as means to realize the "intellectual growth" and "shared search for truth" of the mission statement. They are also skills much in demand by employers.

A liberal arts education is rooted in the idea of preparing a person for life as a citizen in a free society and, so, demands breadth. In structuring this part of the General Education program, the faculty formulated eight general goals in the areas of cultural and aesthetic awareness, literature, science, history, diversity awareness, social and personal awareness, political science, and humanities. These goals were then defined in greater detail as learning outcomes within each subject area. Courses appropriate to the desired outcomes were identified and incorporated into the

General Education curriculum. Certain subject areas relate directly to elements of the mission statement. More generally, the distribution of coursework across eight subject areas requires students to take courses in many disciplines. By experiencing a diversity of subject matter and ways of knowing, students will emerge with a broadly based education that equips them, in conjunction with studies in their major and elective coursework, not only to pursue successful careers but also to lead meaningful lives.

General Education Requirements

The General Education program incorporates a framework that balances specified competencies and general subject areas.

In addition to satisfying the competencies, a total of 25 credits of General Education courses in eight subject areas are required for the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees.

General Education requirements for all Ashford University Associate- and Bachelor-level programs are outlined in this section; however, specific General Education courses may be required for some programs and majors. **Every Ashford University General Education course is not available in every modality and/or degree program.** Please refer to the program requirements section of this *Catalog* for information on specific degree program requirements.

General Education Total	52 credits
<i>Competencies</i>	<i>24 credits</i>
Applied Ethics	3 credits
Communication	9 credits
Critical Thinking	3 credits
Information Technology	3 credits
Mathematical	3 credits
Mathematical Competency	3 credits
Prerequisite	
<i>General Subject Areas</i>	<i>25 credits</i>
Cultural and Aesthetic Awareness	3 credits
Diversity Awareness	3 credits
History	3 credits
Humanities	3 credits
Literature	3 credits
Political Science	3 credits
Science	4 credits
Social and Personal Awareness	3 credits
<i>General Education Capstone</i>	<i>3 credits</i>

Competencies (24 credits)

Competencies are skills deemed necessary by the faculty to demonstrate a quality college education. The following general policies apply to the competencies:

- Prerequisite courses, if needed, must be completed before taking the competency course. However, required courses listed can be waived by means of high school advanced placement (AP) coursework and/or placement/competency testing. Students should consult their Student Advisors for additional information regarding a waiver of competency requirements;
- A minimum grade of "C-" will be required to satisfy competencies and competency prerequisites; and
- Competency courses may not simultaneously be used to satisfy subject area requirements.

Demonstration of the competencies subsequently listed is required for the AA, BA, and BS degrees. Courses offered by Ashford University to satisfy these competency requirements are listed in each area.

Applied Ethics Competency (3 credits)

The Applied Ethics competency involves two major components: (1) understanding principles of normative and non-normative ethical theories and (2) applying these principles in decision-making activities including case studies and contemporary social issues. Moral character is explored in all its dimensions: virtues and vices, commitments and attitudes, personal relationships, and community involvement, in addition to right and wrong conduct.

Learning Outcomes

Students meeting this competency will be able to do the following:

- Define the nature and scope of morality and ethics.
- Examine the historical perspective on the development of morality and ethics.
- Compare and contrast different theories of ethics.
- Apply critical thinking skills in analyzing ethical systems and issues.
- Evaluate contemporary issues using a variety of ethical perspectives.
- Examine through personal reflection one's own response to ethical issues.

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

- ABS 415 Leadership & Ethics in a Changing World (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits)
- *BUS 319 The Social Responsibility of Organizations (3 credits)
- GRO 440 Ethics & Legal Aspects of Aging (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HIM 252 Legal Aspects of Health Information (3 credits)
- HMC 334 Ethics in Health Marketing & Communication (3 credits)
- HSM 311 Ethics & Homeland Security (3 credits)
- LEA 316 Ethics in Law Enforcement (3 credits)
- MIL 275 Military Ethics (3 credits)
- PHI 107 Philosophy of Human Conduct (3 credits)
- *PHI 200 Mind & Machine (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- *PHI 307 Philosophy of Human Conduct (3 credits)
- *PHI 402 Business Ethics (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- *REL 203/REL 303 Contemporary Human Problems (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 331 Social Justice & Ethics (3 credits)

*Denotes course offered on-campus only.

Typically, courses that deal with ethics or morality, usually with a PHI or REL prefix, may be applied in transfer to satisfy this competency.

A competency test is available to Clinton campus students upon request.

Communication Competency (9 credits)

The communication competency will enhance students' written and oral/interpersonal communication skills. Students will examine and show competency through the use of different types of communication appropriate in professional and academic settings. Students will assess what

communication is appropriate for certain audiences and ethical issues that arise from communicating with others. Students will be able to effectively communicate through oral/interpersonal and written communication methods.

Communication I and II (6 credits)

Communication I and II Learning Outcomes

In writing, students meeting this competency will be able to do the following:

- Demonstrate communication methods that are appropriate for different occasions, audiences, and purposes.
- Apply the conventions of standard written English with proficiency.
- Assemble scholarly information from electronic and non-electronic sources, including the library, for use in academic research projects.
- Analyze information gathered from various sources.
- Demonstrate ethical use of information in academic writing and research assignments.
- Compose written assignments using the specified style of documentation.

Ashford University offers the following courses to satisfy the Communication I and II requirement:

- ENG 121 English Composition I (3 credits)
- ENG 122 English Composition II (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits)
- COM 340 Technical Writing (3 credits)

Students have the option of using a passing score on a CLEP examination to fulfill the Communication I and II requirement. Clinton campus students may fulfill the Communication II requirement by earning a passing score on an Ashford English Department examination.

Please note: Students placed in ENG 100 must earn a grade of "C" before progressing to ENG 121.

Communication III (3 credits)

Online students must complete 3 credits from the Communication III requirement in either the Oral Communication area or the Interpersonal Communication area. Clinton campus students must complete 3 credits from the Oral Communication area.

Oral Communication Learning Outcomes

In Oral Communication, students meeting this competency will be able to do the following:

- Apply oral communication skills to achieve a

variety of purposes (to inform, to persuade, to present formal speeches).

- Demonstrate competency in the use of technology and visual aids in presentations.
- Demonstrate competency in verbal and non-verbal aspects of delivery.
- Exhibit ethical use of credible information in oral presentations.
- Employ a variety of strategies to organize and present information in order to adapt the message to a specific audience and occasion, and to achieve a desired purpose.
- Apply active listening skills.

Ashford University offers the following courses to satisfy the Oral Communication area:

- *COM 323 Persuasion & Argumentation (3 credits)
- *COM 425 Communication in Organizations (3 credits)
- SPE 103 Oral Communication (3 credits)
- *SPE 315 Business & Professional Speaking (3 credits)

*Denotes courses that must be taken at the Clinton Campus to fulfill the Oral Communication competency.

Clinton campus students may also satisfy the speech requirement by earning a passing score on an Ashford University speech examination or through a portfolio demonstrating a range of public speaking experiences.

Interpersonal Communication Learning Outcomes

In Interpersonal Communication, students meeting this competency will be able to do the following:

- Apply the principles of effective interpersonal communications.
- Demonstrate competency in the use of technology and visual aids in presentations.
- Examine the influence of gender, culture, perception, behavior, and values on interpersonal communications.
- Compare and contrast supportive and defensive communication methods.
- Employ a variety of strategies to organize and present information in order to adapt the message to a specific audience and occasion, and to achieve a desired purpose.

Ashford University offers the following courses to satisfy the Interpersonal Communication area:

- BUS 340 Business Communications (3 credits)

- CGD 240 Media Writing & Editing (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- COM 323 Persuasion & Argumentation (3 credits)
- COM 325 Communication & Conflict (3 credits)
- COM 345 Media Writing for Communications (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- COM 425 Communication in Organizations (3 credits)
- HHS 307 Communication Skills for Health & Human Service Personnel (3 credits)
- JRN 331 Advanced Writing & Editing for the Media (3 credits)

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

Please note: Students placed in ENG 100 must earn a grade of "C" before progressing to ENG 121.

Critical Thinking Competency (3 credits)

Critical Thinking competency is defined as a set of skills and strategies for making reasonable decisions about what we do and believe. These skills and strategies include understanding the use of thought and language, recognizing the most common logical fallacies, and using the essential skills of deductive and inductive argument analysis and evaluation. Students must demonstrate practical applications of critical thinking in academic disciplines.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Define the concepts of critical thinking, logic, and argument.
- b. Assess the function of clarity in arguments.
- c. Compare and contrast the purposes of language in persuasive statements.
- d. Evaluate different types of inductive and deductive arguments.

- e. Distinguish fallacies from good arguments.
- f. Apply critical reasoning concepts in order to evaluate issues of contemporary importance.

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

- COM 323 Persuasion & Argumentation (3 credits)
- PHI 103 Informal Logic (3 credits)
- *PHI 104 Fundamentals of Critical Reasoning (3 credits)
- *PHY 104 Fundamentals of Scientific Thought (3 credits)

*Denotes course offered on-campus only.

Typically, logic courses or courses stressing critical thinking may be applied in transfer to satisfy the critical thinking competency. Most applicable courses will have a PHI or LOG prefix.

A competency test is available to Clinton campus students upon request.

Information Technology Competency (3 credits)

Information technology competency is defined as the level of computer, electronics, and telecommunications literacy necessary to understand the purpose of information technology. Students will discover how information technology assists individuals and organizations to work more efficiently, and how information technology influences society. In addition to learning the technical fundamentals of computer use, students will build a skill and knowledge base in researching information, making appropriate ethical choices about the use of informational technologies, and using technology to advance societal goals.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Describe the basics of information technology, from hardware and software to future devices, social web, and trends in the digital age.
- b. Analyze ethical issues involving information technology
- c. Demonstrate the use of information technology as a problem solving and productivity tool.
- d. Utilize library and computer resources to locate reliable and relevant information for ethical use in research projects.

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

- GEN 103 Information Literacy (3 credits)
- GEO 308 GIS Software Application (3 credits)
- HHS 440 Technology in Health & Human Services (3 credits)
- INF 103 Computer Literacy (3 credits)
- INF 220 IS Principles (3 credits)
- INF 231 Programming Concepts (3 credits)
- INF 325 Telecommunication & Networking Concepts (3 credits)

Typically, introductory computer courses or courses stressing the application of computers to a specific industry may be applied in transfer to satisfy the information technology competency requirement. Most applicable courses will have a BPC, CIS, INF, or COMP prefix.

Upon request, Clinton campus students may take the INF 103 competency test in the Flavian Center.

Mathematical Competency Prerequisite (3 credits)

Students in the online modality are required to successfully complete the mathematical competency prerequisite course with a grade of "C-" or better unless it is waived through an equivalent course in transfer or a passing score on the Math Skills Test.

Students are allowed two attempts and are allotted a total of one week (7 days) to submit both attempts, beginning from the time the test is first made available to the student. Ashford University offers the following course to satisfy this requirement:

- MAT 221 Introduction to Algebra (3 credits)
- MAT 232 Statistical Literacy (3 credits)

Mathematical Competency (3 credits)

Mathematical competency enables students to efficiently process data and to learn new material in fields inside and outside of mathematics. Students will develop a knowledge base that allows logical reasoning and valid problem-solving techniques that can be applied in the student's personal and professional careers.

Learning Outcomes

Students meeting this competency will be able to do the following:

- a. Demonstrate knowledge of algebraic concepts.
- b. Demonstrate reasoning skills to analyze situations and draw valid conclusions.

c. Analyze mathematical data.

d. Identify mathematical connections to other disciplines.

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

- MAT 222 Intermediate Algebra (3 credits)
- *MAT 225 College Algebra (3 credits)
- *MAT 227 Pre-Calculus (3 credits)
- *MAT 228 Mathematical Modeling (3 credits)
- MAT 232 Statistical Literacy (3 credits)
- *MAT 270 Linear Algebra (3 credits)
- *MAT 320 Discrete Mathematics (3 credits)
- *MAT 332 Applied Statistics (3 credits)
- *MAT 351 Calculus I with Analytic Geometry (3 credits)
- *MAT 352 Calculus II with Analytic Geometry (3 credits)

*Denotes course offered on-campus only.

A comparable course with a grade of "C-" or better may be applied in transfer to satisfy the mathematical competency.

Placement in math classes is based on standardized ACT/SAT mathematics sub-scores. Placement tests are available to Clinton campus students who would like to try and test into a higher level of math, other than placement determined by ACT/SAT mathematics sub-score.

General Education Subject Areas (25 credits)

A course may be applied only once to meet a General Education requirement. Whether a course may be applied simultaneously to a General Education requirement and to a major requirement depends on the requirements specified for each major. Courses offered to satisfy the General Education subject area requirements are subsequently listed:

Cultural and Aesthetic Awareness (3 credits)

The students will gain an understanding of, and appreciation for, the value of the arts as an expression of culture through individual expression and through an examination of the impact of the arts on society.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Identify the role of the arts as both a reflection of, and an influence on, culture.
- b. Apply knowledge of the terminology and skills necessary to understand the artistic experience.
- c. Interpret aesthetic qualities in works of art.
- d. Examine the impact of the creative process on people's cultural and ethical values and principles.
- e. Describe the communal and communicative value of the arts through participation in cultural events, programs, classes, and other experiences.

One cultural and aesthetic awareness course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ART 101 Art Appreciation (3 credits)
- *ART 102 Study of Art & Culture Abroad (3 credits)
- *ART 103 Two-Dimensional Design (3 credits)
- *ART 105 Drawing I (3 credits)
- *ART 111 Survey of Modern Art (3 credits)
- *ART 202 Study of Art & Culture Abroad (3 credits)
- *ART 302 Study of Art & Culture Abroad (3 credits)
- *ART 402 Study of Art & Culture Abroad (3 credits)
- *ART 411 Survey of Modern Art (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- ENG 303 Survey of Shakespeare (3 credits)
- ENG 225 Introduction to Film (3 credits)
- *LIB 123 Leadership in Film (3 credits)
- *LIB 304 Fine Arts Seminar: Creativity & Culture (3 credits)
- *LIB 327 World Music (3 credits)
- *LIB 328 Shakespeare & Music (3 credits)
- *MUS 101 Masterpieces of Music (3 credits)
- *MUS 255 Music in the United States (3 credits)
- *MUS 257 The American Musical Theater (3 credits)
- *MUS 355 Music in the United States (3 credits)
- *SPE 301 Oral Interpretation (3 credits)

*Denotes course offered on-campus only.

Typically, a course in one of the following subject areas may be applied in transfer to satisfy the cultural and aesthetic awareness requirement: art, film, photography, dance (non-PE activity), and music.

Diversity Awareness (3 credits)

Students will examine diverse cultures, while focusing on selected historical and contemporary examples. Students will study identities, influences, and practices that shape and contribute to the diversity of culture. The diversity requirement supports student awareness of contemporary issues in the global community.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Identify sources and forms of cultural diversity.
- b. Examine major forms of interaction among different cultures.
- c. Analyze the implications of globalization on culture and diversity.

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

- ANT 101 Introduction to Cultural Anthropology (3 credits)
- ANT 348 Native American Anthropology (3 credits)
- BUS 357 International Business (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 359 Contemporary Issues in English Language Instruction (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- *ENG 212/312 African-American Literature (3 credits)
- *ENG 217/317 International Voices (3 credits)
- *GEO 201/301 Survey of World Regional Geography (3 credits)
- HCS 316 Cultural Diversity in Health & Illness (3 credits)
- HHS 320 Cultural Awareness in the Human Services (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 310 American Women's History (3 credits)

- HIS 342 The Middle East (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 379 The Atlantic World (3 credits)
- *LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 332 Science & Culture (3 credits)
- LIB 380 History & Culture of Mexico (3 credits)
- LNG 360 Language & Society (3 credits)
- *PSY 333 Psychology of Diversity (3 credits)
- *REL 113 Comparative Religions (3 credits)
- *REL 114 Comparative Religions II (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SOC 326 Diversity & Aging (3 credits)
- SPA 103 Beginning Spanish I (3 credits)
- SPA 104 Beginning Spanish II (3 credits)
- SSC 101 Introduction to Social Science (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

*Denotes course offered on-campus only.

Typically, a course with a cross-cultural, global context, or a context other than the United States, may be applied in transfer to satisfy the diversity awareness requirement.

History (3 credits)

Students will explore changes and continuities throughout history to better understand elements of the human experience. The history general education requirement will introduce students to the interrelations of political, social, economic, cultural, and religious perspectives from the recent and more distant past.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Investigate the past as a context for explaining significant aspects of the present.
- b. Examine the development of selected

societies, institutions, and processes over time.

- c. Distinguish between primary and secondary sources and explain the use of each in understanding the past.

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

- EDU 324 History of American Education (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 205 United States History I (3 credits)
- HIS 206 United States History II (3 credits)
- *HIS 303 The American Constitution (3 credits)
- *HIS 306 Twentieth-Century Europe (3 credits)
- *HIS 308 Modern Britain (3 credits)
- HIS 310 American Women's History (3 credits)
- *HIS 330 World War I (3 credits)
- *HIS 331 World War II (3 credits)
- *HIS 335 The American Revolution (3 credits)
- HIS 340 Recent American History (3 credits)
- HIS 342 The Middle East (3 credits)
- *HIS 344 The Cold War World (3 credits)
- HIS 351 Asia in the Age of Decolonization & Globalization (3 credits)
- HIS 378 Historiography & Historical Methodologies (3 credits)
- HIS 379 The Atlantic World (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- *LIB 325 The Civil War in American Culture (3 credits)
- LIB 380 History & Culture of Mexico (3 credits)
- *MAT 300 History of Mathematics (3 credits)
- MIL 310 American Military History I (3 credits)
- MIL 311 American Military History II (3 credits)
- POL 303 The American Constitution (3 credits)
- TVL 311 Literary & Historical Developments in 19th Century England (3 credits)
- TVL 312 Mark Twain: Writer & Observer of American Culture (3 credits)
- TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture (3 credits)

- TVL 314 Literary & Historical Developments in 19th Century America (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

*Denotes course offered on-campus only.

Typically, a course in World or Western Civilization, or an American history course, may be applied in transfer to satisfy the History requirement.

Humanities (3 credits)

In studying the humanities, students will learn the various ways we as humans attempt to answer questions about the meaning of our world and existence. Through the examination of religious beliefs, philosophies and the human condition students will examine issues of morality, values, ethics, and tolerance. Students will develop analytical and critical thinking skills in addressing dilemmas and acknowledging ambiguity.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Explore the concepts of values in a variety of contexts.
- Examine the sources of values and beliefs that guide individuals and groups.
- Analyze the principles of philosophical inquiry.
- Apply critical thinking and logic to philosophical issues.
- Analyze the effects of contemporary issues on the expression of values and beliefs.

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

- *PHI 100 Human Person & Values (3 credits)
- *PHI 101 Introduction to Philosophy (3 credits)
- *PHI 107 Philosophy of Human Conduct (3 credits)
- *PHI 200 Mind & Machine (3 credits)
- PHI 208 Ethics & Moral Reasoning (3 credits)
- *PHI 210 Franciscanism Yesterday & Today (3 credits)
- *PHI 307 Philosophy of Human Conduct (3 credits)
- *PHI 310 Franciscanism Yesterday & Today (3 credits)
- *REL 100 Introduction to Theology (3 credits)

- *REL 101 Person & Faith (3 credits)
- *REL 107 Introduction to Sacred Scripture (3 credits)
- *REL 113 Comparative Religions (3 credits)
- *REL 114 Comparative Religions II (3 credits)
- *REL 125 Christianity (3 credits)
- *REL 130 Quest for Judaic-Christian Values (3 credits)
- *REL 203 Contemporary Human Problems (3 credits)
- *REL 250 Judeo-Christian Thought (3 credits)
- *REL 301 Person & Faith (3 credits)
- *REL 303 Contemporary Human Problems (3 credits)
- *REL 325 Christianity (3 credits)
- *SRV 220 Service Learning: Values & Actions (3 credits)

*Denotes course offered on-campus only.

Literature (3 credits)

The student will develop life-long habits of reading literature for pleasure, information and personal growth. This subject area will provide students a disciplined study of literature and a skill set that includes critical thinking, reading and writing skills that will be applicable in personal, academic and professional settings.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Analyze the influence of the reader's perspective on the interpretation of literature.
- Apply critical reading and analytical skills to make logical and interpretive inferences.
- Evaluate the influence of the author's perspective on the development of individual works of literature.
- Describe the interrelationship of imagination and experience in creative writing.
- Analyze the historical and cultural context of literature.
- Compose critical essays on literary topics using the specified style of documentation.

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

- ENG 125 Introduction to Literature (3 credits)

- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature after 1865 (3 credits)
- *ENG 212 African-American Literature (3 credits)
- *ENG 217 International Voices (3 credits)
- ENG 303 Survey of Shakespeare (3 credits)
- *ENG 312 African-American Literature (3 credits)
- *ENG 317 International Voices (3 credits)
- ENG 341 Studies in Literary Genres (3 credits)
- ENG 345 British Literature I (3 credits)
- ENG 346 British Literature II (3 credits)
- ENG 438 Literary Theory (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- *LIB 328 Shakespeare & Music (3 credits)
- MIL 322 The Literature of War (3 credits)
- REL 107 Introduction to Sacred Scripture (3 credits)
- TVL 311 Literary & Historical Developments in 19th Century England (3 credits)
- TVL 312 Mark Twain: Writer & Observer of American Culture (3 credits)
- TVL 313 Literary & Historical Explorations of Classical Greco-Roman Culture (3 credits)
- TVL 314 Literary & Historical Developments in 19th Century America (3 credits)
- TVL 315 Historical & Literary Explorations of Post-Colonial South Africa (3 credits)

*Denotes course offered on-campus only.

Typically, survey courses in American and British literature and courses dealing with works of major writers, applied in transfer, will satisfy the literature requirement.

Political Science (3 credits)

Political Science is instrumental for imparting knowledge of political processes, values, and public policy. It is designed to provide students with the analytical and critical thinking skills necessary for informed citizenship.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- a. Examine the ways in which power and authority are embedded in the structures and workings of the government and politics.
- b. Analyze political issues from diverse perspectives.
- c. Examine political behavior in various contexts.
- d. Analyze the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels.
- e. Evaluate public policy as it relates to the ethics of political behavior.

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

- *COM 357 Political Communication (3 credits)
- CRJ 303 Corrections (3 credits)
- EDU 365 Politics of American Education (3 credits)
- *ENV 310 Environmental Policies (3 credits)
- GRO 330 Social Policy & Aging (3 credits)
- *HCS 226 Introduction to Health Care Policy (3 credits)
- *HIS 303 The American Constitution (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- LNG 360 Language & Society (3 credits)
- POL 201 American National Government (3 credits)
- POL 211 Introduction to Politics (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 319 State & Local Government (3 credits)
- POL 325 Congress & the Presidency (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)
- POL 411 Political Behavior (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

*Denotes course offered on-campus only.

Science (4 credits)

Students will utilize scientific inquiry as a method for studying the natural world as they explore the fundamentals of science. Through critical thinking and problem solving, students will apply scientific concepts and methods.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Utilize the scientific method to analyze the effect of natural phenomena on living things and the physical world.
- Examine relationships between human activity and environmental sustainability.
- Apply problem solving skills in scientific laboratory experimentation.

One science course, 4 credits (with lab), is required. Students with transfer credits in science may substitute 6 credits of science without lab. Ashford University offers the following courses to satisfy this requirement:

- *BIO 100 Life Science (4 credits)
- *BIO 101 Humanity & the Environment (4 credits)
- *BIO 103 Principles of General Biology I (4 credits)
- *BIO 104 Principles of General Biology II (4 credits)
- *BIO 201 Microbiology (4 credits)
- *BIO 205 Human Anatomy & Physiology I (4 credits)
- *CHE 108 Introductory Environmental Chemistry (4 credits)
- *CHE 151 General Chemistry I (4 credits)
- *CHE 152 General Chemistry II (4 credits)
- *CHE 306 Environmental Chemistry (4 credits)
- *ENV 101 Humanity & the Environment (4 credits)
- *ENV 108 Introductory Environmental Chemistry (4 credits)
- *ENV 306 Environmental Chemistry (4 credits)
- HIM 205 Anatomy & Physiology for HIM I (4 credits)
- HPR 205 The Human Body, Health & Disease (4 credits)
- *PHY 103 Weather & Climate (4 credits)
- *PHY 105 Introduction to Physical Science (4 credits)

- *PHY 201 College Physics I (4 credits)
- *PHY 202 College Physics II (4 credits)
- *SCI 201 Physical Geology (4 credits)
- SCI 207 Dependence of Man on the Environment (4 credits)

*Denotes course offered on-campus only.

Typically, introductory courses with lab, in the following areas may be applied in transfer to meet the science requirement: natural sciences including chemistry, biology, astronomy, and physics.

Social and Personal Awareness (3 credits)

The students will use fundamental concepts of social science methodology to identify and explain the relationship between the self and the world.

Learning Outcomes

Students meeting this subject area will be able to do the following:

- Explain relationships between the individual and society.
- Evaluate the social implication of institutional change.
- Identify the fundamental concepts of social science methodology.

One social and personal awareness course, 3 credits, is required. Ashford University offers the following courses to satisfy this requirement:

- ABS 200 Introduction to Applied Behavioral Science (3 credits)
- ANT 101 Introduction to Cultural Anthropology (3 credits)
- ANT 348 Native American Anthropology (3 credits)
- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- EDU 372 Educational Psychology (3 credits)
- HCA 415 Community & Public Health (3 credits)

- HHS 435 Contemporary Issues, Trends, Health Law Ethics in Health & Human Services (3 credits)
- LEA 316 Ethics in Law Enforcement (3 credits)
- LIB 125 Contemporary Issues in Organizational Leadership (3 credits)
- LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- MIL 275 Military Ethics (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- PSY 202 Adult Development & Life Assessment (3 credits)
- PSY 301 Social Psychology (3 credits)
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 323 Perception, Learning & Cognition (3 credits)
- PSY 331 Psychology of Learning (3 credits)
- PSY 344 Issues & Trends in Adult Development (3 credits)
- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- SOC 318 Sociology of Sport (3 credits)
- SOC 322 Sociological Aspects of Adulthood (3 credits)
- SOC 326 Diversity & Aging (3 credits)
- SOC 402 Contemporary Social Problems & the Workplace (3 credits)
- SSC 101 Introduction to Social Science (3 credits)

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 course-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. Prior to beginning their capstone course for their major, students must successfully complete the General Education capstone, unless they previously completed a Bachelor's degree. Refer to *Completion of Additional Bachelor's Degrees* in this section of the *Catalog*. A minimum grade of "C-" is required to meet course requirements. Pre-requisite: 75 credits or permission of the student's college or school dean.

Learning Outcomes

Students meeting this requirement will be able to do the following:

- a. Demonstrate the application of ethics and moral reasoning with regard to academic knowledge and societal concerns.
- b. Apply the principles of critical thinking to contemporary issues.
- c. Exhibit clear communication skills through investigative research and writing.
- d. Utilize information technology skills appropriate to interdisciplinary studies.
- e. Articulate the responsibility of global citizenship and multicultural understanding with regard to academic and professional pursuits.

One general education capstone course, 3 credits, is required. Ashford University offers the following course to satisfy this requirement:

- GEN 499 General Education Capstone (3 credits)

Freshman Experience Requirement

- *EXP 103 Freshman Experience (3 credits)

*Denotes course offered on-campus only.

The primary goal of this course is to assist all first-year Clinton campus-based students in their personal adjustment to college life. This is accomplished by investigation and practice of specific academic skills, by inquiry into life skills necessary for citizenship in any diverse community, and by knowledge of history, traditions, and values at Ashford University.

Note: Faculty Academic Advisors, Registrar's Advisors, and Student Advisors assist students with course selection, but it is the student's responsibility to ensure he or she fulfills the previous requirements.

Course Delivery Methods

Ashford University offers programs using the following course structures and delivery modalities. Please note

that all course instruction will occur in the English language only.

Clinton Campus Course Delivery

Generally, Ashford University courses are offered on the Clinton campus during two traditional 16-week semesters. A limited number of course offerings are also available during shorter May terms and summer sessions. Classes meet on campus throughout the weekdays.

Online Course Delivery

Generally, undergraduate students complete three credits in accelerated online delivery in five weeks. An accelerated online graduate course typically lasts six weeks. Specific log-in requirements are built into the design of each course and monitored over the Internet through the online learning instructional platform. The course structure allows students to take the initiative to learn content on their own time and provides carefully developed learning activities that allow students to optimize their knowledge processing/application efforts. Course objectives are clearly stated and measured through multiple measures. Instructors are expected to respond to assignments within 10 days and projects, such as in capstone courses, within 30 days from the date of the student's submission.

Schedule Changes, Program Changes, and Course Cancellation

Ashford University reserves the right to make adjustments to student schedules including, but not limited to course dates, sequence, and modality as deemed necessary by University administration. Registration in a particular course section or with a specific instructor is not guaranteed.

Ashford University may cancel or postpone courses or programs as deemed necessary by the University. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program, if available. Any payments made for canceled courses will be refunded or will be applied to another University course or program.

The University will make a reasonable attempt to notify affected students through various communication methods.

Prerequisite Courses

Students are required to fulfill any prerequisites for registered courses, even if those prerequisites are not a requirement within their selected majors. Any prerequisite courses that are not included in the student's major may be applied to his or her elective requirements.

Plans to Improve an Academic Program

Ashford University continuously looks for ways to improve our academic programs. In the event we plan to make a significant improvement to a program, as deemed so by the University, we will post that information on our Student Consumer Information page, located at www.ashford.edu/about/consumer-information.htm. Once an effective date for a significant improvement to an academic program is determined, information about the change will be posted on the website. Please note that significant improvements to academic programs generally only impact new students enrolling after the effective date. In the event that a significant improvement impacts current students in the program, students will be notified directly.

Classification of Students Degree-Seeking Students

A degree-seeking student is one who has been accepted into a degree program by the University as a degree candidate and is currently enrolled. A student who remains continuously enrolled is classified as a less than half-time, half-time, three-quarter time, or full-time student according to enrollment requirements for the degree program. Undergraduate students are further classified as a freshman, sophomore, junior or senior, according to the number of undergraduate credits earned.

Non-Degree Seeking Students

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

Applicants seeking to enroll in one or more courses as a non-degree seeking student are generally expected to meet the full admissions requirements for the degree program through which the course(s) are offered* and any prerequisite coursework required for an individual course. Non-degree seeking students are not eligible to take EXP 105 or Capstone coursework. Admission requirements for enrolling in coursework as a non-degree seeking student are outlined specifically in each degree-level section of this *Catalog*.

Registering as a non-degree seeking student in no way guarantees or implies admission to an Ashford

University degree program. Non-degree seeking students planning to formally apply for admission to a degree program should have their intended course selections reviewed by their Student Advisors to determine relevance and potential applicability to the program. Students who wish to apply non-degree seeking coursework to an undergraduate or graduate-level degree program at Ashford University may apply up to 15 credits, unless otherwise approved by the Executive Dean of the School or College.

Individuals who previously have been denied regular admission, or those who have been dismissed or disqualified from Ashford University must petition the Registrar's Office and receive permission to register as a non-degree seeking student. Graduates of Ashford University are generally permitted to register for continued coursework as non-degree seeking students.

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

**Note: Online applicants under the age of 22 cannot be enrolled in an Ashford University degree program unless they meet specific exceptions. Please refer to undergraduate online admission requirements for full admission requirements into an online degree-seeking program. All applicants applying under the age of 18 must have all legal documents signed by a parent or legal guardian.*

Undergraduate Restrictions of Minor/Specialization Pairings

The following undergraduate minor/specialization combinations are not permitted:

Minor	Specialization
Accounting	Sports and Recreation Management
Business Administration	Business Economics
	Sports and Recreation Management
Business Economics	Business Economics
	Finance
	International Management
Child Development	Child Development
	Early Childhood Education
Entrepreneurship	Entrepreneurship

Finance	Finance
	Sports and Recreation Management
History	History
Human Resources Management	Human Resources Management
Information Systems	Information Systems
	Project Management
International Management	International Management
	Marketing
Logistics Management	Logistics Management
	Operations Management
Marketing	International Management
	Marketing
	Mass-Market Retail Enterprise Management
	Sports and Recreation Management
	Information Systems
Operations Management	Operations Management
	Project Management
	Information Systems
Political Science and Government	Political Science and Government
Project Management	Operations Management
	Project Management
Public Administration	Public Administration
Sociology	Long-Term Care
	Long-Term Care Management
Sports and Recreation Management	Sports and Recreation Management

Minor/Minor Overlap Restrictions

A maximum of 50% of required credits in a minor can overlap with courses fulfilling an additional minor's requirements in order to declare the given minor/minor combination. For students declaring more than two minors, all minors must meet the 50% unique credit requirement.

Note: Please refer to the Clinton Campus Programs and Online Undergraduate Programs sections in this Catalog for more details on Ashford University Minors policies.

Major/Minor Overlap Exceptions

A maximum of 50% of required credits in a minor can overlap with courses fulfilling major requirements in order to declare the given major/minor combination, unless otherwise specified by current program. For students declaring more than two minors, the major must meet the 50% unique credit requirement.

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

Major	Minor
Business Administration	Information Systems
	Sports & Recreation Management
Biology	Chemistry
	Botany
Natural Science	Chemistry
	Botany
Public Relations & Marketing	Marketing Communications
Sociology	Social and Criminal Justice
Sports & Recreation Management	Business Administration

Completion of Additional Majors

Students who wish to pursue an additional major at the undergraduate level may do so by successfully fulfilling the requirements for that major. Students must complete a minimum of twenty-four (24) credits that are unique to each major. Coursework in the additional major must be completed within the normal timeframe for the degree. Students who wish to receive an additional major after earning an Ashford University Bachelor's degree should refer to the *Completion of Additional Bachelor's Degrees* section subsequently. Additionally, students must declare an additional major prior to end date of the last course in their degree program.

Completion of Additional Bachelor's Degrees

A student who has previously earned a Bachelor's degree at Ashford University or from a regionally or approved nationally accredited institution, and wishes to earn an additional Bachelor's degree must complete an additional 30 upper-division credits at the University and fulfill all graduation requirements applicable to the additional degree. Students should have a minimum of 24 unique credits in their major coursework in order to receive an additional Bachelor's degree. Students who completed a Bachelor's degree from countries other than the United States must have

their degree evaluated by an approved evaluation service, and accepted by Ashford University, as equivalent to a Bachelor's degree in the United States. Unless the additional degree requires coursework that also fulfills General Education requirements, an appropriately accredited Bachelor's degree will meet all General Education requirements.

Completion of Additional Master's Degrees

A student who has previously earned a Master's degree at Ashford University, or from a regionally or approved nationally accredited institution, and wishes to earn an additional Master's degree must fulfill all degree and graduation requirements applicable to the additional degree. Students who completed a Master's degree from countries other than the United States must have their degree evaluated by an approved evaluation service, and accepted by Ashford University, as equivalent to a Master's degree in the United States. Any credits applied to a previously awarded degree cannot be applied to a subsequent degree. If a student has completed coursework that fulfills content requirements for the second Master's degree, the student must complete additional courses to fulfill total credit requirements for the additional degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. For Ashford University graduates, a Forbes School of Business additional Master's degree cannot duplicate specializations with the prior Master's degree. The additional Master's degree must be taken with a new advanced sequence or a new specialization.

Completion of Concurrent Master's Degrees

For students who enroll concurrently in more than one Master's degree program, courses cannot be used to fulfill total credit requirements across more than one Master's degree program. Any credits applied to one Master's degree cannot be applied to another Master's degree. If a student completes coursework that fulfills content requirements for more than one Master's degree, the student must complete additional courses to fulfill total credit requirements for the additional degree. Students pursuing this option should discuss financial aid implications with their Student Advisor.

Graduate Restrictions for Degree Pairings

The following graduate degree program and specialization pairings are restricted. Students who wish to complete an additional or concurrent Master's degree that is restricted must choose a new specialization or degree program.

Restricted Program Pairings	
MBA, Public Administration Specialization	Master of Public Administration
MA in Organizational Management, Public Administration Specialization	Master of Public Administration

Degree Regression

Degree regression may occur if a student enrolls in a lower level degree than one previously earned. Students may experience regression when course content completed at a higher level is repeated for fulfillment of lower level degree requirements. Since students applying for lower level degrees risk regression, degree-seeking students must petition the Provost to enroll in a lower level degree, prior to being admitted to the program, in order to ensure credit requirements for the additional degree will not be considered regression.

Sequence of Courses

In most cases, students are not permitted to take a course for credit after they have completed a more advanced course in the same subject with a grade of "C-" or higher. Course sequencing requirements may be outlined for each degree program, major, minor, and/or specialization.

Capstone Courses

Most Bachelor's and graduate degree programs require students to successfully complete a capstone course. Capstone courses are designed as a comprehensive method for students to demonstrate achievement and understanding of their program learning outcomes. Students will be scheduled for their capstone course as the final course requirement to complete their degree with the exception of those pursuing an undergraduate specialization. Students may not take capstone courses for elective credit.

Academic Credit

Academic credit at Ashford University is granted using the semester credit hour system.

Grade Point Average

The grade point average is determined by dividing the total number of quality points earned by the total number of credits attempted for which quality points are given. The grades of "Incomplete" and "Passing" do not alter the grade point average. If a student repeats a course, only the most recent grade earned affects the grade point average; the grade point value of the first grade is no longer included in calculating

the cumulative average. "W" grades are counted as credits attempted when calculating completion-rate requirements for satisfactory academic progress. "WF" grades are counted as credits attempted and equal the same grade points as an "F". No grades are awarded for transferred credits, and transfer credit hours are not reflected in the Ashford University grade point average.

Grading System and Grade Points

Credits are awarded in semester credit hours.

Note: Plus and Minus grades and/or "D" grades are not applicable to graduate programs.

Grades/Quality Points:

A	=	4.0	C-	=	1.7
A-	=	3.7	D+	=	1.3
B+	=	3.3	D	=	1.0
B	=	3.0	D-	=	0.7
B-	=	2.7	F	=	0
C+	=	2.3	WF	=	0
C	=	2.0			

Other Grading Designations

T	=	Transfer Credit
I	=	Incomplete Course (replaced when final grade is awarded)
AU	=	Audited Course (Clinton Campus Only)
P	=	Designates Pass/Fail credit earned for courses specifically designated as Pass/Fail. Credits earned count toward the degree requirements, although grade points will not be earned.
E	=	Enrolled in Course
W	=	Withdrew from Course
WF	=	Withdrawn Fail, issued when a student drops or is administratively dropped from a course after the deadline for dropping a course with a grade of W has passed, based on the last date of attendance. Credits are marked as attempted and grade points are equivalent to a "F" grade.
CE	=	Competency by Exam

** = Repeated Course*

NC = No Credit

*A student may repeat a course previously taken only if the initial grade earned was a "C" or lower. Unless otherwise designated, credit is earned for a course only once. The previous grades for all repeated courses are retained on the transcript and count as credits attempted. Only the most recent grades and points are used in calculating the grade point average (GPA). Transfer credit from other institutions is noted on the transcript in semester credit hours.

Repeated Courses

A course may be repeated at the University if the initial grade in the course was a "C" or lower. The most recent grade earned in the course is used in computing the cumulative grade point average. Limits on the number of courses or times a course may be repeated may be set at the degree and/or major level. Clinton campus students should refer to the *Satisfactory Academic Progress Review and Evaluation* policy in the *Clinton Campus Programs* section of this *Catalog* for more information on repeating term-based courses. Introductory undergraduate courses EXP 105 and PSY 202 may only be retaken within 9 attempted credits of the original attempt. Additionally, a student may not retake a course in an area in which he or she has already a completed coursework that is more advanced in content level. Degree-seeking students should meet with their Student Advisor to determine if coursework will fit into their academic plan and not be considered regression from previous credit awarded. Students choosing to repeat coursework must do so prior to the completion of program requirements. Repeating coursework may affect eligibility for Title IV financial aid.

Incomplete Grades

Eligibility Criteria

Incomplete ("I") grades are issued at the discretion of the instructor and are based upon compelling circumstances. To issue a grade of "I" for a course, the following conditions must be met:

- The student must have completed at least 2/3 of the assignments in the course.
- With the exception of assignments due during the final week of the course, the student's Course Weighted Average To Date must be at least 59.50 (undergraduate students) or 69.50 (graduate students).
- The student must submit an *Incomplete Grade*

Request to his or her instructor prior to the submission of final grades.

Students who are unable to submit an *Incomplete Grade Request* prior to the submission of final grades should refer to the *Student Rights and Responsibilities* section in this *Catalog* for complete details on Ashford University's Grade Appeals policy to review other options.

Attendance Requirements

Regardless of a request for an incomplete grade, students must meet weekly attendance requirements through the end of the course or term. Students who are dropped from a course or term due to not meeting attendance requirements are not eligible to receive an "I" grade.

Approved Incompletes

The instructor must approve the plan presented by the student for satisfying the requirements of the course.

The student has up to 30 days, based on instructor discretion, from the last day of the course to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next term until the "I" grade is successfully completed. The "I" grade appears on grade reports and/or official transcripts until a final grade is determined and recorded.

Appeal Procedure

Students requesting an extension for an incomplete grade and students who have been denied an incomplete grade may appeal the decision to the University Provost, or designee. The outcome of the request will be communicated in writing to the student. A maximum of an additional 30 days may be granted to a student with an approved appeal.

Course Drop

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

Drop Deadlines:

- 16-week course = Week 2
- 8-week course = Week 1
- 6-week course = Week 1
- 5-week course = Week 1
- 3-week course = Day 3

Students who officially drop or are administratively dropped from a course after the drop deadline and prior to the end of the instructional week or day shown subsequently will receive a "W" in the course.

Deadlines to Drop with a Grade of W:

16-week course = Week 12

8-week course = Week 6

6-week course = Week 5

5-week course = Week 4

3-week course = Day 16

Students who officially drop or are administratively dropped from a course after the deadline to drop with a grade of "W" will receive a grade of "WF" in the course.

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

Requests for Program Change

Students who are requesting a program change must submit a new application required for the new program of study. Students must meet admission requirements and complete all degree requirements in effect for the program of study at the time of admission to the new program. Admission is not guaranteed. The University will determine the conditions under which the student may enroll and will convey those conditions to the student. Any changes to a program may result in removal of an approved transfer concentration, specialization, or minor.

Associate's to Bachelor's Program Change Requirements

Matriculated students seeking approval to change from an Associate's to a Bachelor's degree program must have earned a minimum of 18 credits at Ashford University and be in good academic standing.

Matriculated students who have earned fewer than 18 credits at Ashford University are exempt from this requirement if all General Education and Introductory coursework has been successfully completed.

Withdrawal from the University

Official Withdrawal

Ashford University determines that a student is officially withdrawn when a student requests to officially withdraw or takes an academic leave from the University. Online students wishing to officially withdraw from Ashford University must notify their assigned Enrollment Services Advisor, University Advisor, Student Advisor, or other advisor within the Enrollment Services or Student Services Department. Clinton campus students wishing to officially withdraw must notify the Registrar's Office.

For official withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student (attendance is documented on a daily basis in courses utilizing online learning); or
- For independent study courses, in which the last date of academically related activity cannot be determined, the date the student begins the withdrawal process or the date that he or she provides notice of his or her intent to withdraw. Independent study courses include but are not limited to thesis, practicum, and internship experiences.

Unofficial Withdrawal

Ashford University determines that a student is unofficially withdrawn when he or she falls into one of the following categories:

- Students who do not register for and attend the current semester, term, or course sequence;
- Students who fail to follow the proper procedures for requesting an Academic Leave or who do not return from an approved Academic Leave as scheduled; or
- Students who do not meet the minimum attendance requirements for the program as outlined in the current *Catalog or Catalog Supplement*.

For unofficial withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student (attendance is documented on a daily basis in courses utilizing online learning); or
- For independent study courses, in which the last date of academically related activity cannot be determined, the date of withdrawal will be the midpoint of the payment period up through the 60% point. Independent study courses include but are not limited to thesis, practicum, and internship experiences.

Reinstatement Process After Withdrawal (Less Than One Year)

Students who withdraw or are withdrawn from Ashford University may request reinstatement to the same degree/program in which they were enrolled at the time of withdrawal. Students seeking reinstatement to a different degree/program must submit a new application required for the new program of study. Students must meet admission requirements and

complete all degree requirements in effect for the program of study corresponding with the catalog year in which the student changed his or her program. Students seeking reinstatement to Ashford University should contact their Student Advisors for accelerated programs and the Registrar's Office for traditional programs. Reinstatement is not guaranteed. If reinstatement is granted, Ashford University will determine any conditions under which the student may be reinstated and will convey those conditions to the student.

Students seeking reinstatement to Ashford University should contact their Student Advisors (online modality) or the Registrar's office (Clinton campus modality).

Military service members should review the *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* policy located in this section of the *Catalog*.

Readmission Process After Withdrawal (One Year or More)

Students who withdraw or are withdrawn from Ashford University and are seeking readmission to the same or a different degree/program must submit a new application. This process is to ensure that the University has current demographic information for each student. If the student has continued his or her education at another school since leaving the University, official transcript(s) from any other college attended should be submitted to the Registrar's Office.

Students must meet admission requirements and complete all degree requirements in effect for the program of study at the time of readmission. Readmission is not guaranteed. If readmission is granted, the University will determine the conditions under which the student may re-enroll and will convey those conditions to the student.

Military service members should review the *Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008* policy located in this section of the *Catalog*.

Military Deployment Provisions

Any member of the United States armed forces, spouse of an Active Duty, National Guard or Reservist, a Department of Defense employee or a civilian employee of the US Coast Guard who is ordered to state or federal service or duty is entitled to the following provisions for each course the student is attending:

- a. Students may withdraw from any current course(s) and receive a tuition credit to be applied in the amount of tuition accrued in the current course(s). Students will be assigned

a withdrawal grade that does not count negatively against Satisfactory Academic Progress.

- b. Students may make arrangements with instructors for course grades or administratively request a grade of incomplete by submitting any of the subsequent request forms. If such arrangements are made, tuition shall be assessed for the course(s) in full.
- c. Students who withdraw from the institution due to military service are allotted a one-year grace period for collection of any institutional balances owed. This grace period does not apply to repayment of federal student loans which are subject to Title IV repayment regulations.

Students who request to drop any current course(s) due to military necessity and do not need to request an Academic Leave should submit a Military Course Drop/Incomplete Request.

Students who request a break in attendance of 45 days or greater due to military necessity may do so by submitting a Military Withdrawal Request. This request form also facilitates withdrawal from any current course(s), if necessary.

Both of these request forms are available in the Student Portal.

Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008

Ashford University does not deny readmission to a service member of the uniformed services for reasons relating to that service. Students who meet the criteria subsequently outlined will be readmitted with the same academic status as the student had when he or she last attended Ashford University. An affected service member is any individual who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has the obligation to perform, service in the uniformed services. Service in the uniformed services means service, whether voluntary or involuntary, in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

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

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to Ashford University and provides such notice as far in advance as is reasonable under the circumstances;
- The cumulative length of the absence and of all previous absences from Ashford University by reason of service in the uniformed services, including only the time the student spends actually performing service in the uniformed services, does not exceed five years; and
- Except as otherwise provided in this section, the student submits a verbal or written notification of intent to re-enroll at Ashford University by informing a University Advisor, a Student Advisor, an Enrollment Services Advisor, or the Office of the Registrar or by submitting a new application for admission.

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

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

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

- That is required, beyond five years, to complete an initial period of obligated service;
- During which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and the inability to obtain those orders was through no fault of the student; or
- Performed by a member of the Armed Forces (including the National Guard and Reserves) who is:
 - Ordered to or retained on active duty under sections 688, 12301(a), 12301(g), 12302, 12304, or 12305 of Title 10, U.S.C., or under sections 331, 332, 359, 360, 367, or 712 of Title 14, U.S.C.;
 - Ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress as determined by the Secretary concerned;
 - Ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of Title 10, U.S.C.;
 - Ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or
 - Called into Federal service as a member of the National Guard under chapter 15 of Title 10, U.S.C., or section 12406 of Title 10, U.S.C. (i.e., called to respond to an invasion, danger of invasion, rebellion, danger of rebellion, insurrection, or the inability of the President with regular forces to execute the laws of the United States).

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

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

- The student has not exceeded the specified service limitations; and

- The student's eligibility for readmission has not been terminated due to the occurrence of:
 - A separation from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.
 - A dismissal of a commissioned officer permitted under section 1161(a) of Title 10, USC by sentence of a general court-martial; in commutation of a sentence of a general court-martial; or, in time of war, by order of the President.
 - A dropping of a commissioned officer from the rolls pursuant to section 1161(b) of Title 10, USC due to absence without authority for at least three months; separation by reason of a sentence to confinement adjudged by a court-martial; or, a sentence to confinement in a Federal or State penitentiary or correctional institution.

In order for a service member to qualify for these benefits by reason of service, a student must submit appropriate documentation to the University. Documents that might establish service member eligibility include, but are not limited to:

- DD214—Certificate of Release or Discharge from Active Duty;
- Copy of duty orders prepared by the facility where the orders were fulfilled with a service completion endorsement;
- Letter from the Commanding Officer of a Personnel Support Activity (or someone of comparable authority);
- Certificate of completion from military training school;
- Discharge certificate showing character of service;
- Copy of extracts from payroll documents showing periods of service; or
- Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

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

Students who meet the criteria for readmission after military service outlined previously will be promptly readmitted with the same academic status

as when they last attended or were last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to permit service. "Same academic status" means that Ashford University shall admit the student:

- To the same program to which he or she was last admitted, or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program;
- At the same enrollment status last held at Ashford University, unless the student requests or agrees to admission at a different enrollment status;
- With the same number of credit hours completed previously, unless the student is readmitted to a different program to which the completed credit hours are not transferable; and
- With the same academic standing previously held.

If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed the same tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution.

If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be assessed no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If Ashford University determines that the student is not prepared to resume the program, or will not be able to complete the program, the University will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program, including but not limited to providing refresher courses at no extra cost to the student, and allowing the student to retake a pretest at no extra cost to the student.

Ashford University is not required to readmit the student on his or her return if

- After reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where he or she left off;

- After reasonable efforts by the University, the University determines that the student is unable to complete the program; or
- The University determines that there are no reasonable efforts it can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

Servicemembers Opportunity College

Ashford University is a Servicemembers Opportunity College (SOC) Degree Network School. As a SOC member, students who apply for admission to a Bachelor of Arts degree at Ashford University and are members of one of the following Armed Forces are eligible to receive a Servicemembers Opportunity College SOC Student Agreement:

- **Military Branch:** Army, Navy, Marines, or Coast Guard; or
- **Military Status:** Active Duty, Active National Guard, Active Reserves servicemember, or Spouses/Adult Dependents.

Ashford University may also issue SOC agreements to servicemembers of other branches of service based on SOC policies and requirements.

Ashford University must receive all previous college transcripts and military credit recommendations prior to the end of the second attempted course. Upon full admission, the student will receive a SOC Student Agreement outlining their degree requirements.

SOC Student Agreement degree requirements are valid for 8 years from the time the agreement is issued or the student voluntarily changes the degree program at which time a new agreement will be issued for the new program. Students who leave Ashford University and return after one year under a valid SOC Student Agreement will be given the program requirements under the last contract for degree. When degree or course requirements change, students have the opportunity to voluntarily choose the new program to be more in-line with industry standards. Students that return to a degree program that is no longer offered through Ashford University will be given the opportunity to be admitted into the most current program or under the contract version without loss toward academic progress.

Department of Defense (DoD) Voluntary Education Partnership

Ashford University is a participating institution in the Voluntary Education Partnership with the DoD. In accordance with this partnership, any Active Duty,

National Guard, or Reservist student who attends the University will receive a military degree plan within 60 days after admission to the educational institution in which the individual has selected a degree program and all required official transcripts have been received.

The student will receive a Military Degree Plan with the evaluation of previous coursework received and the requirements for the degree program selected.

The Military Degree Plan affords the student the opportunity to complete the degree requirements within the enrolled degree program within five (5) years of the issued date without the loss of academic progress. Students who choose to change their degree program will forfeit the issued degree plan and be reissued a new Military Degree Plan for the new program.

Transfer of Ashford University Credits to Other Institutions

Since Ashford University is a regionally accredited institution, other institutions may elect to accept Ashford University credits. However, students should be aware that the transfer of credit is controlled by the receiving institution, and therefore cannot be guaranteed by Ashford University unless part of a valid articulation agreement or included in an articulation numbering system.

Outside any formal partnership or agreement, students considering transferring to another institution have the responsibility to determine whether that institution will accept Ashford University credits. Ashford University does not imply, promise, or guarantee transferability of its credits to any other institution. Please visit www.ashford.edu/admissions/transferability.htm to find information about transfer guidelines and a current list of articulation agreements.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Ashford University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek

to transfer after attending Ashford University to determine if your credits or degree will transfer.

Learning Resources

Appropriate Use of Database Content

Researchers are permitted to access the databases only for the purposes of providing or pursuing an education through Ashford University. They may not use the materials for any other purpose. Neither database access nor materials retrieved from the databases may be shared inside or outside of the University.

Violations may result in disciplinary action and/or legal liability to the database providers. Ashford University requires its students, faculty and staff to respect intellectual property rights, and will take action against anyone who abuses access to the database content made available by the library.

Library

The Ashford University Library coordinates access for online students and faculty to electronic academic and business research databases and collections. These resources provide hundreds of thousands of full-text periodicals and academic journal articles, e-books, videos and other materials. These electronic research resources are available to students on a 24/7 basis. Instruction in the use of these databases and other library resources is available on the Clinton Campus for groups, classes, and individuals and by email. The library provides all students with tip sheets and video tutorials that show users how to navigate the Ashford University Library and help them better understand the research process.

Clinton Campus students can get assistance from librarians in person, and via phone and email. Online students can interact with librarians via phone, chat and email. These resources, as well as librarian contact information, instructional aids, and tutorials are available on the library website, which can be accessed through the Student Portal or through your online courses.

The library also provides campus students access to a wide variety of research resources in paper and microfilm formats. Students have on-campus access to 101,000+ book volumes and more than 650 periodical titles. The campus library also includes the Curriculum Resource Center (CRC), which provides access to 7,500+ print and non-print instructional materials in support of the University's academic programs in the field of Education. Clinton Campus students also have access to the RiverShare Libraries consortium's catalog, which provides access to the book collections of more than 90 regional libraries.

The library is also a full cataloging and interlibrary loan member of the Online Computer Library Center (OCLC). With this national network, all students can access more than 72,000 collections, large and small, through interlibrary loan. Ashford librarians can obtain articles and other documents for students if these items are not available through the Ashford University Library's collections.

Assistance in Developing Writing Proficiency

A number of self-help resources are available on the Ashford University website for students preparing to meet the writing proficiency standards in degree programs offered online. In addition, fee-based tutorial services are available to students who need personal assistance in writing skill improvement. Clinton campus students are provided with support and tutoring through the Flavian Achievement Center.

Flavian Achievement Center (Clinton Campus)

The Flavian Achievement Center is named for Sister Flavian Launderville, OSF, who taught for many years in Clinton's Catholic schools. Sister Flavian was renowned for giving students individual attention in those areas of study where they experienced difficulty. The Flavian Center seeks to further her work.

The Center is committed to helping Clinton campus learners of all ability levels achieve and maintain the academic competencies that form the core of a liberal arts education. The General Education requirements in a liberal arts institution cover a wide range of disciplines, and most students can benefit from academic assistance. Students are invited to come to the Flavian Center for individual tutoring, to engage in group study, or to participate in competency-based activities suggested by the academic departments. These free services are provided by professional staff and peer tutors who have demonstrated excellence in the basic competencies as well as in a variety of content areas.

In addition to academic assistance, the Flavian Center has computers that may be used for academic research and word processing and a number of software programs relevant to the content areas. Make-up and assessment testing are also provided by the Flavian Center.

Course Digital Materials (CDM) - Online Modality Only

Course digital materials (CDM) refers to all course-specific educational materials and resources provided directly to the student via the online classroom. Course materials include essential readings, audio and

video assets, interactive exercises, and other digital supplements. CDMs offer a more dynamic, interactive, and robust set of resources for student learning in the online modality. For courses in which course digital materials are provided in lieu of textbooks, an \$85.00 fee (CDM fee) is applied directly to the student's account concurrent with the charge for tuition. Students are not charged the CDM fee for repeated coursework if previously charged. CDM fees are fully refundable if a student does not attend beyond Week 1 of a course (Week 3 if covered under the Ashford Promise Refund Schedule).

Constellation™

Constellation™ course digital materials are designed to help students master the instructional goals of Ashford University degree programs. Constellation™ digital materials are created specifically to support Ashford University's curriculum. These materials may be displayed on a browser-based Constellation™ Reader or on a number of devices, such as the iPhone, Kindle, and Blackberry. Once students have access to their Constellation™ digital materials through the online classroom, they can read their materials online, download and save them to their hard drive, print without restriction, keep materials for future reference, or share with friends.

Constellation™ does not include restrictions on file storage or print functions. Full functionality of Constellation™ is best experienced with the included reader. The Constellation™ Reader will allow students to highlight material in a variety of colors, create notes and make bookmarks. While the reader offers robust functionality, students will be able to access, download and print their learning materials in accordance with their preferences. Students will lose access to any course digital materials approximately 60 days after the end of their course or their withdrawal date, unless they have downloaded the material to an external device or hard drive.

Honor Societies for Clinton Campus Students

Junior/Senior Honor Society

Recognizes and encourages scholarship among juniors and seniors. Membership is extended to full-time juniors and seniors who have completed at least one semester at the University and have attained a semester grade point average of 3.50 or better. Thereafter, the student must maintain a grade point average of 3.20.

Lambda Sigma Society

A national honor society that recognizes scholarship, service, and leadership in sophomores. Membership in the Alpha Upsilon chapter is extended to full-time sophomores who have completed at least one

freshman semester at the University and have attained a semester grade point average of 3.20 or better.

Mu Sigma Eta

A society composed of honor students from the fields of biology, chemistry, and mathematics. This organization promotes the scientific development of its members. Admission is by faculty invitation only.

Honor Societies for Online Students

Alpha Sigma Lambda

Alpha Sigma Lambda is an honor society devoted to the advancement of scholarship and leadership of nontraditional/adult students in higher education. To be eligible for membership in the Ashford University Alpha Lambda chapter of the Alpha Sigma Lambda Honor Society, students must be seeking their first Bachelor's degree, be in the highest twenty (20) percent of eligible baccalaureate students based upon cumulative GPA, and meet the following criteria as of January 1 or July 1 and completion of a minimum of:

- 24 credits at Ashford University; and
- 12 credits of liberal arts coursework.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. Once a student has participated in an online induction ceremony, the student becomes a lifetime member of the Alpha Lambda chapter of the Alpha Sigma Lambda honor society. Names of inductees will be published on the Alpha Sigma Lambda webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Alpha Sigma Lambda member who participates in the Ashford University Commencement Ceremony will be distinguished with Alpha Sigma Lambda regalia provided by the University.

Phi Theta Kappa

Phi Theta Kappa is the International Honor Society of the two-year college/Associate's degree-granting institution. Phi Theta Kappa's mission is two-fold: to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programs.

Membership is by invitation only. In order to receive an invitation for membership, students must meet the criteria listed subsequently as of January 1 and July 1:

- Be an active student seeking an Associate's degree;
- Have completed at least 12 credit hours of coursework that may be applied to an Associate's degree;
- Have a grade point average of 3.7 **(a cumulative grade point average of 3.5 must be maintained to remain in good standing)**; and,
- Be willing to adhere to the moral standards of the Society.

There is a one-time membership fee of \$60.

Students who meet the eligibility criteria will be sent an invitation to become a member. Names of inductees will be published on the Phi Theta Kappa webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Phi Theta Kappa member who participates in the on-campus commencement ceremony will be distinguished with Phi Theta Kappa regalia provided by the University.

Honor Societies for Clinton Campus and Online Students

Delta Alpha Pi International

Delta Alpha Pi International is an academic honor society for students with disabilities. Delta Alpha Pi Honor Society presents an opportunity to change negative stereotypes associated with disability by recognizing students with disabilities for their academic accomplishments. In addition, this honor society facilitates development of skills in leadership, advocacy, and education for participating students. Members of Delta Alpha Pi Honor Society participate in activities designed to educate the community and society regarding disability issues and the need for universal design in learning.

Membership in Delta Alpha Pi International Honor society is by invitation only and open to all eligible Ashford University students. To attain membership into DAPI, the following criteria must be met as of January 1 and July 1:

- Be a student with a documented disability through the Office of Student Access and Wellness.
- Demonstrate an interest in disability issues.
- Be an undergraduate student currently enrolled and have completed a minimum of 24 credits with a minimum GPA of 3.10, OR

- Be a graduate student currently enrolled and have completed 18 credits of graduate coursework with a minimum GPA of 3.30.

Students who meet the eligibility criteria will be sent an invitation via email to become a member. There are no membership fees or dues. Names of inductees will be published on the Alpha Sigma Lambda webpage on the Ashford University website once the induction process for eligible students is complete. Students who are inducted into the honor society will be mailed a certificate.

Any Delta Alpha Pi member who participates in the Ashford University Commencement Ceremony will be distinguished with Delta Alpha Pi regalia provided by the University.

Golden Key International Honour Society:

Golden Key International Honour Society is the world's premier collegiate honor society connecting members locally, regionally and globally with lifetime opportunity, reward and success. Membership in Golden Key is by invitation only.

To qualify for membership in Golden Key International Honour Society, active students must meet the following criteria as of January 1 or July 1:

- Be in the top 15% of your undergraduate class (Bachelor's degree seeking Sophomores, Juniors and Seniors), based on GPA; or
- Be a top-performing graduate student, based on GPA.

Membership in Golden Key consists of one-time lifetime membership fee of \$95 paid at the time of induction.

Students who meet the eligibility criteria will be sent notice of their eligibility via email and be told to expect an exclusive invitation via email to join the honor society directly from Golden Key International Honour Society headquarters.

Names of inductees will be published on the Golden Key webpage on the Ashford University website. Students who are inducted into the honor society will be mailed a certificate.

Any Golden Key member who participates in the Ashford University Commencement Ceremony will be distinguished with Golden Key regalia provided by the University.

SALUTE National Veterans Honor Society:

SALUTE is the first national veteran's honor society. SALUTE stands for Service, Academics, Leadership, Unity, Tribute, and Excellence. In 2009, Colorado State University was awarded the ACE/Wal-Mart Success

for Veterans Grant, and from that SALUTE Veterans National Honor Society was created. SALUTE is the first honor society created for student veterans and military at two- and four-year higher education institutions nationwide.

To attain membership into SALUTE as an undergraduate student, the following criteria must be met as of January 1 and July 1:

- Be currently enrolled as an undergraduate student;
- Qualify as military or veteran student under locally-derived and maintained definitions, or submit a DD-214 Member 4 copy that displays the character of service (honorable discharge);
- Have a minimum GPA of a 3.0;
- Have served or currently be serving in the military, National Guard, or reserves or, if no longer serving, submit a DD-214 Member 4 copy that displays the character of service (honorable discharge); and
- Maintain the highest ethical standards.

A unique element for undergraduate students is the GPA-ranking tier. This system was designed to encourage student veterans to strive for academic success at their university. Undergraduate members of SALUTE advance to higher tiers of the GPA ranking system during their tenure at their university.

To attain membership into SALUTE as a graduate student, the following criteria must be met as of January 1 and July 1:

- Be currently enrolled as a graduate student;
- Qualify as a military or veteran student under locally-derived and maintained definitions;
- Have a minimum GPA of a 3.5;
- Have completed at least 12 credits of graduate coursework;
- Have served or currently be serving in the military, National Guard, or reserves or, if no longer serving, submit a DD-214 Member 4 copy that displays the character of service (honorable discharge); and
- Maintain the highest ethical standards.

Membership in SALUTE consists of one-time lifetime membership fee of \$20 paid at the time of induction.

Students who meet the eligibility criteria will be sent notice of their eligibility via email and be provided with information on the necessary application materials to be reviewed by a committee. Following committee review, students who meet all eligibility requirements

will be sent an invitation via email to formally induct into SALUTE. Names of inductees will be published on the SALUTE webpage on the Ashford University website once the induction process for eligible students is complete.

Students who are inducted into the honor society will be mailed a certificate and a military style challenge coin.

Any SALUTE member who participates in the Ashford University Commencement Ceremony will be distinguished with SALUTE regalia provided by the University.

Program Completion and Honors

Dean's List

Online Modality:

Associate and Bachelor degree-seeking students will be evaluated three times per calendar year for academic recognition, in December, May, and August. Students who meet the following criteria will be recognized for their scholarship through the Academic Dean's List.

- Have a 3.50 Ashford University cumulative grade point average;
- Have completed a minimum of 12 credit hours in an online program;
- Have enrolled in and completed at least one course since the time the previous Dean's List was determined;
- Are in good academic standing at the time of review; and
- Are currently attending or are on an approved Academic Leave at the time of review.

Clinton Campus Modality:

Following the close of each semester, the Student Records department identifies students who merit academic recognition for their scholarship. Students enrolled for a minimum of six credits who earn a grade point average of 3.50 or above are placed on the Dean's List.

Graduation Process

Online students should petition to graduate when they are within six (6) months of program completion. Clinton campus students should petition to graduate before the beginning of their final semester. The completed *Petition to Graduate* form, including required fees, must be submitted to release all transcripts, diplomas and verifications for degrees awarded. The *Petition to Graduate* is available in the Registrar's Office or online in the Student Portal at www.ashford.edu.

The date of degree conferral recorded on the student's transcript and diploma reflects the date the student completes all academic degree requirements. Degree completion is generally recorded on a student's official transcript within 30 days after completion of ALL program requirements. Diplomas are generally ordered within 30 days after completion of all program requirements and payment of all related tuition and fees. Diplomas and transcripts will be withheld until all accounts at the University are paid in full.

Graduation Honors and Awards

Candidates for an undergraduate degree who have exhibited outstanding achievement may be awarded the following honors at graduation by earning the corresponding grade point average:

Cum laude	3.50–3.69
Magna cum laude	3.70–3.89
Summa cum laude	3.90 or above

Recognition also is given to Scholars Institute graduates and to students who are members of honor societies: Junior/Senior Honor Society, Alpha Sigma Lambda, Golden Key International Honour Society, and Mu Sigma Eta. Also recognized are students who were selected for "Who's Who Among Students in American Colleges and Universities."

Several awards are given to Clinton campus graduates who have distinguished themselves in their major areas of study:

The Forbes School of Business

The Business Scholar's Award, is awarded to the graduate(s) within the business administration major who has/have demonstrated excellence in the areas of academics, service, co-curricular and extra-curricular activities as determined by the Faculty members from the Forbes School of Business.

The Accounting Scholar's Award, is awarded to the graduate(s) within the accounting major who has/have demonstrated excellence in the areas of academics, service, co-curricular and extra-curricular activities as determined by the Faculty members from the Forbes School of Business.

The ISCPA Student Award is sponsored by the Iowa Society of Certified Public Accountants. The award is presented annually for "Excellence in Accounting" to students at Iowa's colleges, universities, and community colleges by the ISCPA, Career Awareness Committee.

The College of Education

The Alex Esquivel Promising Teacher Award is given in memory of a graduate of the Elementary Education program to a graduating future teacher who exemplifies the characteristics of: Enthusiasm

for learning; dedication to teaching; a spirit of joyful service; and perseverance through challenges. The recipient is selected by the College of Education faculty.

Sr. Marilyn Shea Outstanding Dispositions Award is for the graduating future teacher who exemplifies the dispositions of teaching modeled by Sister Marilyn Shea, College of Education Faculty member: reflection, professional conduct, respect for diversity, high expectations, respect for others, compassion, advocacy, curiosity, dedication, honesty, and fairness. The recipient is selected by the College of Education faculty.

The College of Liberal Arts

The James Mooney Social Science Award recognizes the social science graduate with the highest grade point average and is named for the distinguished American anthropologist whose sister, Sr. Agnes Mooney, was Mother Superior of the Sisters of St. Francis from 1879 to 1900.

The Joan Walsh Richeson Award honors the memory of a former faculty member and prominent artist and goes to the Liberal Arts major who best personifies the values of a liberal arts education.

The College of Health, Human Services, & Science

The Science and Mathematics Academic Excellence Award recognizes a student with an outstanding academic record pursuing a science or mathematics major. From a pool of science and mathematics students with a minimum of 60 credits earned at Ashford University and the highest cumulative grade point average, the mathematics and science faculty selected one individual to receive this award.

The Psychology Academic Excellence Award is given when the psychology faculty agree that a psychology graduate has exhibited distinguished performance in the psychology curriculum at Ashford and in preparation for a career in psychology. The criteria include academic performance, and participation in upper level psychology coursework and other psychology and service related activities.

The Healthcare and Health Science Academic Award recognizes a graduate in either Health Care Administration or Health Science Administration having an outstanding academic achievement. Students eligible to receive this award must have completed at least 60 institutional credits at Ashford University.

Posthumous Degree Policy

The University may grant undergraduate and graduate degrees posthumously. When the University determines that a deceased student was in good

standing and had completed enough credits toward a degree, the Provost or designee has the authority to grant the degree posthumously.

Generally, students should have completed a majority of their coursework for the program of study in order to qualify for a posthumous degree. Additionally, students must have been meeting Satisfactory Academic Progress and all Student Community Standards.

Formal requests may be submitted in writing to the Office of the Registrar for consideration by emailing student.records@ashford.edu.

Degree Rescindment Policy

An Ashford University degree may be rescinded when there is clear and convincing evidence that one of the following has occurred:

- A degree has been conferred in error;
- All University-defined requirements were not satisfied at the time the degree was granted; or
- A previously awarded passing grade is reversed, resulting in unmet degree requirements.

The University Registrar or designee processes all degree rescindments.

Commencement Ceremony

Ashford University commencement ceremonies are held in the fall and spring each year. In order to participate, students must meet the following requirements:

Fall Ceremony - October 2015

- Expect to graduate between July 1 and December 31;
- Complete *Petition to Graduate* form by August 15; and
- Purchase appropriate* cap and gown by August 15.

Spring Ceremony - May 2016

- Expect to graduate between January 1 and June 30;
- Complete *Petition to Graduate* form by March 15; and
- Purchase appropriate* cap and gown by March 15.

**Cap and gown must be purchased from Ashford University's authorized vendor.*

Specific graduation dates and locations are available on the Graduation Information webpage located at www.ashford.edu/student_services/graduation.htm.

Students who wish to attend a ceremony different from that assigned by his or her expected graduation date may request to attend a *future* ceremony by emailing graduation.information@ashford.edu.

SECTION SIX

CLINTON CAMPUS PROGRAMS

Ashford University offers the following Bachelor's degree programs at its Clinton Campus in Clinton, Iowa. These academic programs are administered by the Forbes School of Business at Ashford University, the College of Education, the College of Health, Human Services, and Science, and the College of Liberal Arts. Study of the liberal arts provides a common learning perspective across the disciplines, a perspective that is enhanced by a traditional residential campus environment and a community where scholarship and human relationships are valued. For more information about on-time completion rates, the median loan debt of students who completed each program listed below, and other important information, please visit www.ashford.edu/pd.

Clinton Campus Programs

Forbes School of Business

Bachelor of Arts

- Accounting
- Business Administration
- Computer Graphic Design
 - Animation Track
 - Print Media Track
 - Web Design Track
- Public Relations and Marketing
 - Corporate Communications Track
 - Marketing Track
- Sports and Recreation Management

College of Education

Bachelor of Arts

- Elementary Education (grades K-8)
with Endorsement Areas in:
 - Coaching
 - English as a Second Language
 - English/Language Arts
 - Health (K-8)
 - History (K-8)
 - Instructional Strategist I (Special Education)
 - Mathematics
 - Middle School
 - Pre-K-K
 - Reading

- Science
- Social Studies
- Physical Education
- English & Communication with Secondary Education Endorsement
- Natural Science with Secondary Education Endorsement
- Social Science with Secondary Education Endorsement
- Computer Science and Mathematics with Secondary Education Endorsement

College of Health, Human Services, and Science

Bachelor of Arts

- Health Care Administration
- Psychology
 - Counseling Track

Bachelor of Science

- Biology
 - General Biology Track
 - Cell and Molecular Biology Track
 - Pre-Physical Therapy Track
 - Pre-Professional Health Track
 - Biology/Ecology Track
- Computer Science and Mathematics
 - Computer Science Track
 - Mathematics Track
 - Education Track (5-12)
- Health Science Administration
- Natural Science

College of Liberal Arts

Bachelor of Arts

- English and Communication
 - Communications Track
 - English/Language Arts Track/Endorsement grades 5-12
 - Literature Track
- Liberal Arts
- Social and Criminal Justice
- Social Science
 - Education (5-12) Social Science Endorsements

- Health and Human Services Management Track
- History Track
- Human Services Track
- Psychology Track
- Sociology Track

Academic Calendar: Clinton Campus Programs (2015-2016)

FALL SEMESTER: August 17–December 11, 2015

New Student Registration	Must be completed prior to the first day of class.
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Classes Begin	Monday, August 17
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Labor Day Holiday	Monday, September 7
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Veteran's Day	Wednesday, November 11
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Thanksgiving Break	Wednesday–Friday, November 25-27
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Final Exams	Monday–Friday, December 7-11
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SPRING SEMESTER: January 11–May 6, 2016

Student Registration	Must be completed prior to the first day of class.
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Classes Begin	Monday, January 11
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Martin Luther King, Jr. Holiday	Monday, January 18
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President's Day Holiday	Monday, February 15
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Spring Break	Monday–Friday, March 7-11
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Final Exams	Monday–Friday, May 2–6
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MAY TERM and SUMMER TERM: 2016

May Term (3-week session)	May 9–May 27
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Memorial Day (observed)	Monday, May 30
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Summer Term (6-week session)	May 31–July 8
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Admission Policies and Procedures

General Admission Process

Admissions decisions are made on a continuous basis. Priority applications for fall semester admission must be submitted before the February 1 priority deadline, for upcoming fall semester. Applications received before February 1 will receive notification of their admission status within ten days following receipt of all necessary forms, transcripts, and test scores. Applications received after the February 1 priority deadline may potentially be placed on a waitlist. Although students applying after February 1 may be academically prepared to succeed at the college level, Ashford University must make certain that it does not exceed the number of spaces available for new students. Waitlisted students will receive an update on the status of their application within 30 days of their application date. If additional spaces are available in the new student class, the overall strongest applicants will be admitted from the waitlist as space allows. Students on the waitlist may elect to submit additional information or documentation for consideration in their application, or they may elect to withdraw their application from Ashford University and remove their name from the waitlist.

Applicants may apply for fall, spring, or summer admission. Students must contact the Office of Admissions for admission materials. Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an "ability-to-benefit" test. Please write or call the Office of Admissions (563) 242-4023 or 1-800-242-4153 with any questions. All applicants for admission should forward the necessary admissions materials to:

Director of Admissions

Ashford University

400 N. Bluff Blvd.

P.O. Box 2967

Clinton, Iowa 52732-2967

Ashford University may require all Clinton campus students to answer questions regarding criminal and disciplinary histories as a condition of admission. Applicants may also be required to submit to a third party criminal background check prior to admission. All members of the Ashford community are entitled to work and study in an environment safe from foreseeable harm. Identification of histories of violence reduces the possibility of future criminal acts on or around the campus community.

Waitlist Process for Clinton Campus Students

Admission decisions are made on a continuous basis for each fall semester, until the priority application deadline of February 1. After February 1, students will be placed on a waitlist in order to not exceed the number of spaces available for new students. Waitlisted students will receive an update of their status every 30 days after being placed on the waitlist.

Admission to Ashford University is competitive and the competitiveness of admission each year is determined by the number of applications received, the academic qualifications of the applicant pool, and the number of spaces available in each new student class. The overall strongest applications are offered admission.

Admission decisions are primarily based on determination of the admissions criteria met. Secondary determining factors may include any of the following:

- An exceptionally rigorous academic curriculum (i.e., honors classes, AP, IB, or college level courses completed in high school);
- Outstanding talent, aptitude, achievement, or aptitude in a particular area;
- Strong commitment to community service and leadership;
- Military service;
- Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body; and/or
- Evidence of having overcome social, economic, or physical barriers to educational achievement

Each applicant placed on a waitlist is considered for admission by members of an Admission Committee. The Admission Committee considers the applicants placed on waitlist, and makes admissions decisions using criteria outlined in the secondary determining factors listed previously. Students on the waitlist may be asked to submit additional documentation to support admission based on secondary determining factors outlined previously. Additional documentation may include, but is not limited to, the following:

- Personal statement;
- In-person interview; and/or
- Letters of recommendation from prior schools, teachers, coaches, or volunteer organizations.

Clinton Campus Program Admission Requirements Full Admission Requirements (*Less than 30 college-level transfer credits*)

Freshman students who seek to attend the University should meet two of the three following requirements:

- A grade point average (GPA) of 2.00 or above in college preparatory courses or regular high school courses (GED equivalency is also accepted) or have completed secondary school through home schooling, as defined by state law;
- A rank in the upper half of the graduating class; and/or,
- A minimum ACT composite score of 18 or SAT composite score of 860.

If an applicant meets only one of the three criteria for admission, then the Admissions Committee reviews the details of the student's academic records and determines if additional information is necessary to make a decision on the student's admission.

Additional application requirements may include recommendation letters, an essay, and/or a personal interview with the Director of Student Affairs.

Students who are admitted under the committee's recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the Faculty Academic Advisor are required during the first academic year and students may be restricted to taking only 12 credits their first semester.

If an applicant graduated from high school three (3) or more years prior to admission and does not meet the GPA or class rank criteria, then the Admissions Committee reviews the details of the student's academic records and determines if additional information is necessary to make a decision on the student's admission. Additional application requirements may include ACT or SAT scores, recommendation letters, an essay, and/or a personal interview with the Director of Student Affairs. Students who are admitted under the committee's recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the Faculty Academic Advisor are required during the first academic year.

Documentation Required:

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

course at Ashford University. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University;

2. Official ACT scores or SAT scores (required if applicant does not meet GPA and class rank criteria and/or applicant completed high school less than three years prior to application date);
3. Official transcripts from any college-level coursework attempted; and
4. The ability to study in English proven by one of the following methods:
 - a. Submission of high school transcripts indicating that English was the primary mode of instruction or that GED was taken in English; or
 - b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required.

Conditional Admission Requirements

Student may be enrolled, but cannot attend class. Students normally apply for admission early in the senior year of high school and should provide the Admissions Office with the following documentation:

1. Completed application for admission;
2. Transcript of high school credits (complete and official high school transcript must be submitted after graduation);
3. Official ACT or SAT scores (required if applicant does not meet GPA and/or class rank criteria and applicant completed high school less than three years prior to application date); and
4. The ability to study in English proven by one of the following methods:
 - a. Submission of high school transcripts indicating that English was the primary mode of instruction or that GED was taken in English; or
 - b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based

is required. For the IELTS, a minimum score of 6 is required.

Unofficial documentation must indicate that the student will likely meet two out of three of the following criteria upon graduation from high school:

- A grade point average (GPA) of 2.0 or above in college preparatory courses or regular high school courses (GED equivalency is also accepted); and
- A rank in the upper half of the graduating class; and
- A minimum ACT composite score of 18 or SAT composite score of 860.

Full Admission Requirements- Transfer Students (30+ transferable college credits)

Students transferring from another college or university who seek to attend Ashford University should meet the following requirements:

- Earn a minimum of 30 transferable credits that are acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies; and
- A cumulative grade point average (GPA) of 2.00 or above in all college-level coursework attempted.

If a transfer applicant does not meet the GPA criteria, then the Admissions Committee reviews the details of the student's academic records and determines if additional information is necessary to make a decision on the student's admission. Additional application requirements may include ACT or SAT scores, recommendation letters, an essay, and/or a personal interview with the Director of Student Affairs. Students who are admitted under the committee's recommendation are placed on academic watch to be monitored closely by their Faculty Academic Advisors. Regular student meetings with the Faculty Academic Advisor are required during the first academic year.

Documentation Required:

1. Signed application indicating a high school diploma or GED equivalency, recognized by the Department of Education of the state in which it was earned, or successful completion of at least a two-year program or a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree, from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies;

2. Official transcripts from any college-level coursework attempted indicating 30+ transfer credits earned;
3. The ability to study in English proven by one of the following methods:
 - a. Graduation from a high school where English was the primary mode of instruction or where GED was taken in English;
 - b. Submission of copies of official scores for the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 500 paper-based or 61 Internet-based is required; or
 - c. Submission of copies of transcripts designating that a minimum of 30 credits that are transferable into a program of study have been taken at regionally or nationally accredited colleges/universities in the United States.

Provisional Admission Requirements

Provisional admission may only be used beginning two weeks prior to semester start. Student may attend class for up to one semester in provisional status. Students who are still provisionally admitted at the end of their first term of attendance may not continue into another term until being fully admitted. International students are not permitted to enter under this status.

Documentation Required:

- Copies of all required documentation outlined for full admission.

Students who seek to attend the University must meet the requirements for full admission based upon unofficial documentation.

Additional Admission Requirements for Applicants Relying on Academic Credentials Earned Outside the United States for Admission

In addition to the requirements for full admission outlined in the admission policy for undergraduate students, applicants must submit an official evaluation from an approved evaluation service indicating that they have met one or more of the following requirements:

- The equivalent of a two-year program from the United States with 60 or more transferable semester credits; and/or
- A record of having achieved the equivalency of a United States high school diploma.

All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:

- Educational Credentials Evaluators, Inc. (ECE)
OR
- World Education Services (WES)

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

Additional Admission Requirements for Nonimmigrant Students

Ashford University is authorized under federal law to enroll nonimmigrant alien students in approved programs offered in Clinton, Iowa.

Applicants seeking to enroll in valid nonimmigrant status must meet all admissions requirements stipulated for all students and must additionally submit each of the following items:

1. A completed and signed Statement of Financial Support;
2. Official financial statements. Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses;
3. A photocopy of the student's passport to provide proof of birth date and citizenship. Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificates;
4. For all nonimmigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides); and
5. For all nonimmigrant applicants residing in the United States at the time of application in either F, M, or J nonimmigrant classification: written confirmation of nonimmigrant status at previous school attended before transferring to Ashford University, in the form of a copy of the student's current I-20 document.

If an applicant seeking to enroll in valid student nonimmigrant status is transferring from a college or university in the United States, the *International Student Transfer Clearance* form is also required. If the applicant is accepted, he or she will be sent additional information regarding the student visa application process.

Non-Degree Seeking Student General Admission Requirements

It is the responsibility of the applicant to provide Ashford University with all materials required for admission prior to enrolling in coursework as a non-degree seeking student. Applicants under the age of 18 must have all legal documents signed by a parent or a legal guardian. Students who are enrolled at Ashford University under the conditions of an F-1 Student Visa may not register as non-degree seeking. Please see additional policies for non-degree seeking students under *Classification of Students* in the *General Academic Information and Policies* section of this *Catalog*.

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

1. Submit final official or unofficial high school transcript indicating an earned regular high school diploma, GED, or documentation that the applicant has completed secondary school through home schooling, as defined by state law, or earned an equivalent to a US high school diploma at an international high school. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University;*
2. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework; and
3. Have the ability to study in English indicated by one of the following:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;**
 - b. Received a GED that was taken in English;**
 - c. A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
 - d. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official or unofficial

scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

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

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

Athletics and Admission

The University athletic teams, called The Saints, participate in 17 intercollegiate sports: men's baseball, basketball, bowling, cross-country, golf, soccer, tennis, and track and field; and women's basketball, bowling, cross-country, golf, soccer, softball, tennis, track and field, and volleyball. The University is a member of the National Association of Intercollegiate Athletics (NAIA) and the Association of Independent Institutions (AII). NAIA eligibility regulations state that the student wishing to participate in intercollegiate athletics if a first-time entering freshman must meet at least two of three entry-level requirements:

- Have a score of at least 18 on the ACT or 860 on the SAT;
- Achieve an overall high school grade point of 2.00 on a 4.00 scale; and/or
- Graduate in the top half of the senior class in high school.

In addition, to participate in intercollegiate sports, a student must be enrolled in a minimum of 12 institutional credits per semester and earn a specified number of credits each academic year. Details regarding athletic eligibility may be found in the *Ashford University Student Athletes' Handbook*.

Technology Requirements

It is our intent to assist students and to prepare them adequately for their coursework at Ashford University and for their work environments after graduation. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford students taking courses on the Clinton campus. All students enrolled in traditional semester courses at Ashford University must have access to a laptop computer in order to meet the following competencies:

- Ability to access course and program material on the Web;

- Ability to correspond with University staff, students, and faculty using Ashford University-issued email and the Web; and
- Ability to use appropriate anti-virus utilities so that transmitted files are virus free.

Ashford University Clinton campus students are required to own a laptop computer. Laptops must meet Ashford University's minimum system requirements as listed subsequently. Students who do not own a laptop or own a laptop which does not meet the minimum system requirements may be eligible to add the expense of a new laptop computer, up to \$1,000.00, to their financial aid cost of attendance budget. The inclusion of a laptop computer is a one-time allowable add in for a financial aid cost of attendance budget.

In order to qualify to add this expense, for the academic school year 2015-2016, students must provide a receipt showing the purchase of a laptop on or after June 1, 2015 and ensure that it meets required laptop specifications provided by Ashford University. An increased cost of attendance budget will not qualify a student for additional grant aid. A student may consider increasing the amounts borrowed under the Federal Direct Loan of Federal PLUS Loan programs. Students may contact the Student Help Desk at (563) 242-4023 with any computer questions.

Minimum System Requirements:

- Platforms: Mac OS X 10.4 or greater or Windows 7 or greater (Highly recommended: Windows 7 Professional or greater);
- Hardware: Minimum of 2 GB of RAM, DVD-ROM, 10 GB minimum of free disk space on the laptop's hard drive, sound card, speakers, and Wireless Network Interface Card (WNIC) must be compatible with 5 Ghz or 2.4/5Ghz **dual band** wireless. (Highly recommended: 4GB RAM+, USB 2.0, DVD-RW);
- Productivity Software: Microsoft Office 2013; Adobe Acrobat/Reader 10 or latest version; Windows Media Player 11.0 or greater/iTunes current version; Internet Explorer 9 or greater/Firefox current version/Safari current version; (Highly recommended: Antivirus protection)
- Email: Configuration of Ashford University student email account is mandatory as it is the official communication method for the University.

Email Address Format:

Ashford University Clinton campus student email is provided by the University to utilize when sending and receiving communication. Email addresses will be set

up in the format of Firstname.Lastname@students.ashford.edu. Students may stop by the Student Help Desk for more information or assistance with setting up their email account on their laptop or tablet.

Third Party Websites

Certain campus courses may require use of third party websites. The University is not responsible for the practices of any third party websites. If a student has serious objections to using a third party website, he or she can request an alternative method of completing an assignment from the instructor of the course. If a student chooses to withhold the disclosure of Directory Information, no Directory Information will be released by Ashford University to non-university personnel, unless the disclosure meets exception criteria as outlined in the Student Rights and Responsibilities section of this Catalog. However, a student may still be required to make certain disclosures as part of coursework.

Declaration of Major and Minor Course of Study

Declaration of Major: Students who are planning to pursue a Bachelor's degree at the University are required to complete a *Declaration of Academic Major* form prior to registration for their first semester of enrollment. The form must be signed by the student's Faculty Academic Advisor. The student must satisfy the academic eligibility requirements of the involved department(s) at the time the major is declared. After the *Declaration of Academic Major* form is returned to the Registrar's Office, an official degree plan is prepared for the student.

To be accepted into the Accounting, Professional Accounting, Business Administration, or Health Care Administration programs, the following conditions must be fulfilled:

- Completion of a minimum of 60 college credits with a cumulative grade point average of 2.00;
- Achieve an overall cumulative grade point average of 2.50 in all major and collateral courses completed at the time a declaration of major is filed; and
- New entering freshmen or transfer students without an Associate's Degree must complete MAT 332 by the end of their sophomore year (fourth semester). Transfer students with an Associate's Degree must complete MAT 332 or its equivalent by the end of their second semester at Ashford University. Part-time students should complete MAT 332 or its equivalent by the conclusion of their fourth semester at Ashford University.

The previous requirements apply to both native students and transfer students. The Registrar's Office will evaluate transfer credit through an official transcript before accepting a transfer student into one of the aforementioned majors.

To be accepted in Practitioner Preparation or to apply for student teaching, students must meet the requirements outlined in the College of Education in this section.

Change of Major: Students changing their majors must satisfy the academic eligibility requirements of the involved department(s) at the time the new major is declared. A change of major is accomplished by submitting a completed *Declaration of Academic Major* form for the new major, approved by the student's Faculty Academic Advisor.

Requirements for Minors: Students may minor in a second field to complement their major studies at the University. See *Minors* in this section of the *Catalog* for the specific course requirements for these minors. Students may declare a minor on the *Declaration of Academic Major* form.

Changes in Program Requirements

Major requirements for graduation are those in effect at the time the student declares a major, as long as the student maintains continuous attendance. The School or College Deans have authority to waive or to provide substitute coursework for program requirements. A change of major is accomplished by submitting a completed *Declaration of Academic Major* form for the new major, approved by the student's Faculty Academic Advisor.

Transfer Credits

Transfer credits will be evaluated by the Registrar's Office in terms of curriculum. Courses similar in content and level will be accepted as equivalents to University courses based on the following criteria:

- Coursework must be completed at a regionally or approved nationally accredited college or university at the time the student attended.
- Students transferring credits from international institutions will be accepted based on a detailed evaluation from an approved evaluation service.
- Course must be freshman/sophomore level or higher.
- Course must not duplicate previously completed coursework. Unless special conditions exist, upper-division courses will not be considered equivalent or duplicative of lower-division courses.

- Grade of "C-" or better must have been earned.
- A quarter credit taken in transfer will be equated to two-thirds of a semester credit.
- Credits earned from a regionally or approved nationally accredited institution as part of an Associate degree where a student earned a 2.00 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of a Bachelor's program, with the exception of the General Education Capstone, if one of the two subsequent conditions is satisfied:
 - The student meets the general education requirements for Bachelor of Arts degrees offered through state universities in which the college granting the Associate degree resides; OR
 - The transfer credits have been evaluated and deemed acceptable by the University Registrar's Office.
 - This does not constitute a waiver of any course required to earn a particular major.
 - A maximum of 9 credits with a "D" grade are transferrable as long as the student's cumulative overall GPA is 2.00 or above. "D" credits cannot be applied toward the major or toward General Education competencies.
- Credits earned in certificate programs will be evaluated on an individual basis for the BA and BS degrees. Courses taken that are similar to those taken in an Associate of Arts or Associate of Science degree program will be accepted in transfer. Exceptions to this policy must be approved in writing by the Dean of the School or College.
- A maximum of 90 credits may be accepted in transfer. Limitations on the number and type of transfer credits accepted are set by each Ashford University degree program.
- Due to the rapid advancement of knowledge in the chemistry and biology fields, the acceptance of transfer credits earned more than 10 years prior to the student's admission to Ashford University will be evaluated on a case-by-case basis.
- Additional requirements and limits on transferability of credits may apply to students who pursue the Practitioner Preparation Program in the College of Education. Transfer credits will be evaluated against the most

current requirements of the State of Iowa by the Registrar's Office with final approval of the Dean of the College of Education.

Applicants and/or students who have questions concerning their transfer credit evaluation should contact the Registrar's Office to discuss their concerns. Students requesting re-evaluation of specific transfer credits may be required to submit course descriptions and/or syllabi for the previous courses to be reviewed by the Registrar's Office. Transfer credits may increase eligible borrowing amounts available to a student under the Direct Loan Program. A student should ensure that they have borrowed their intended amount from their maximum allowable amount under the program once all transfer credits have been applied.

Articulation Agreements

Ashford University enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer under the term and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and *Ashford University Academic Catalog* at the time the student is enrolled into his or her Ashford University program. Only credits that are applicable to a student's degree program will be transferred. A list of schools with which Ashford University has established articulation agreements, terms of articulation and transfer guides outlining all articulated courses can be found on Ashford University's website at http://ashford.edu/admissions/community_colleges.htm.

Academic Policies

Credit Opportunities– Nontraditional Learning

Clinton campus students may receive up to 75 nontraditional credits. Credit maximums are specified by degree program. Ashford University provides three methods of awarding university-level credits for nontraditional learning: through national credit recommendations, through national testing programs, and through the prior learning assessment process.

National testing programs include AP: Advanced Placement, Berlitz, CLEP: College Level Examination Program, DSST: Dantes Subject Standardized Tests, Excelsior, IB: International Baccalaureate, TECEP: Thomas Edison College Examination Program, and UExcel. National credit recommendations include

ACE: American Council on Education, and National CCRS: National College Credit Recommendation Service. Prior learning assessment includes Sponsored Professional Training and Experiential Essays. National testing programs and national credit recommendations should be transferred in through the Registrar's Office. All Prior Learning submissions should be processed by the Prior Learning Assessment Department. Please note that PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.

National Credit Recommendation Policies

The University will award credits for American Council on Education (ACE) and National College Credit Recommendation Service (National CCRS) transcripts in accordance with the level, number, and content area indicated by the ACE/CCRS transcripts or other authentic documentation of successful course completion, which indicates ACE/CCRS credits earned, to the Registrar's Office.

National Testing Programs Advanced Placement (AP)

Students taking AP courses in high school and receiving a score of 3 or higher on a College Entrance Examination Board Advanced Placement test may receive college credit. Details of tests recognized and scores required are available from the Registrar's Office. Students should submit AP test scores to the Registrar's Office.

CLEP

Ashford University is a participating university in the College-Level Examination Program (CLEP). CLEP provides students of any age the opportunity to demonstrate college-level achievement through a program of examinations in undergraduate college courses. The University follows the policies for CLEP testing established by the Educational Testing Service. Passing scores change as recommended by CLEP. Ashford University will update passing scores as they change and will continue to grant credit to all passing scores. Students taking a CLEP exam should verify what constitutes a current passing score as of the date on which they are testing. More information can be found under the *College-Level Examination Program (CLEP) Policy* in this section of the *Catalog*.

International Baccalaureate (IB)

Ashford University recognizes the International Baccalaureate program (IB) as collegiate level credit. IB provides students the opportunity to demonstrate college level in different general education areas. Ashford University grants credit for Higher Level courses only taken during as part of the Diploma

Programme (ages 16-19), with a minimum score of 5 on all the examinations except for courses under Experiential Science which Standard level courses may be accepted with a minimum score of 6. IB courses will be evaluated on a course by course basis. No credit given for the Theory of Knowledge (TKO) and for section B (English as a second language). The official International Baccalaureate transcript is required in order to receive credit.

Clinton Campus College-Level Examination Program (CLEP) Policy

CLEP examinations are administered on the Clinton campus, by individual request, throughout the year. Registration procedures and test information are available by contacting the Flavian Center, Ashford University, 400 N. Bluff Blvd., Clinton, IA 52732; (877) 241-9893.

All available CLEP exams are administered on computer. Each exam is 90 minutes long, except for the English Composition with Essay, and is made up primarily of multiple-choice questions; however, some exams do have fill-in-the-blank questions.

Candidates may not repeat an examination within 180 days (6 months) of the testing date.

Fees: The total cost is \$13 plus the cost of the examination. Test fees must be paid by credit card (preferred method of payment) or check/money order made payable to Ashford University CLEP. Payment must be made prior to candidates taking the exam.

Score Reports: If students want their scores sent to a college, employer, or certifying agency, this option must be selected through the exam software on the day of the exam. This service is free of charge only if the score recipient is selected at the time of the test. One institution may be designated for free at the time of the exam. CLEP will charge a fee for each additional institution or for a transcript ordered at a later date. Scores will be kept on file by CLEP for twenty (20) years.

Students will be able to obtain unofficial test results at the time of testing, except for the English Composition with Essay exam.

Special Accommodations: Students who will need special accommodations must contact the CLEP Testing Center two weeks prior to taking the test. Only students with documented hearing, learning, physical, or visual disabilities are eligible to receive testing accommodations.

CLEP Credit: Each institution sets its own policy regarding CLEP exams for which it will grant credit and how many credits it will award. Ashford University adheres to CLEP's passing score recommendations

and credit recommendations, and Ashford University accepts passing scores for all existing CLEP exams.

For Students Planning to Attend Ashford University:

At the time of the exam, students should designate Ashford University as a score recipient. The college code number is #6418. Students should select "Iowa/IA" in the dropdown menu of states, and then select Ashford University as the chosen institution from Iowa.

Students with previous CLEP results should request an official transcript be sent to the Registrar's Office at Ashford University.

For Students Planning to Attend College Elsewhere:

Check directly with the college or university you plan to attend to find out which exams are accepted, what scores are required, and how much credit will be granted.

Duplication: It is the student's responsibility to ensure that transfer credits, nontraditional learning (including CLEP exams), and/or Ashford University coursework do not duplicate previous credit earned. A student may not earn credit by examination, nontraditional learning or transfer credits in an area in which he or she has completed an equivalent course/exam or a course of a similar level. Ashford University currently enrolled students should meet with their advisor to determine if specific nontraditional learning (including CLEP exams) and coursework will fit into their academic plan and not duplicate previous credit awarded.

Regression: It is the student's responsibility to ensure that transfer credits, nontraditional learning (including CLEP exams), and/or Ashford University coursework is not considered regression from previous credit earned. A student may not earn credit by examination, nontraditional learning, or transfer credits in an area which would be considered regression from previous courses/exams he or she completed. A student may not take Ashford University coursework in an area in which he or she has already a completed course that is more advanced in content level. Ashford University currently enrolled students should meet with their advisor to determine if specific nontraditional learning (including CLEP exams) and coursework will fit into their academic plan and not be considered regression from previous credit awarded.

Tutorial: To help students navigate through the computerized test, a free downloadable tutorial is available on the CLEP Website at www.collegeboard.com/clep. The free CLEP Sampler contains the same tutorials as the actual exams. The CLEP Official Study Guide for all tests (not free) and Individual Subject Guides (not free) are also available for download from the Website and feature test-taking tips and procedures.

Test Invalidation (Clinton Campus): As an official CLEP Testing Center, Ashford University reserves the right to invalidate a test session if a candidate uses a prohibited item during the test administration or engages in misconduct.

Prohibited Items: Use of the following items in the testing room is strictly prohibited unless an approved exception has been specified by CLEP:

- Food, beverages, or tobacco products;
- Hats (unless worn as a religious requirement);
- Hand-held calculators (a calculator function is built into the software for those tests that require calculator use);
- Calculator watches, digital watches (wrist or pocket), or alarm wristwatches;
- Wristwatch cameras or digital cameras;
- Dictionaries, books, pamphlets, or reference materials;
- Papers of any kind (except for authorized scratch paper provided in the testing room);
- Slide rules, protractors, compasses, or rulers;
- Highlighter pens and/or colored pens and pencils;
- Cellular phones/pagers, beepers, "walkie talkies," or PDAs;
- Wireless communication devices of any kind (e.g., BlackBerry);
- Listening devices, radios with headphones, or recorders;
- Copying or photographic devices;
- Transmission or receiving devices;
- Mechanical pencils or any type of pen;
- Nonmedical electronic devices (e.g., laptop computers or digital assistants);
- Candidate-provided keyboards; and
- Any other unauthorized testing aids.

Misconduct: Candidates involved in any misconduct will be asked to terminate their exams and to leave the testing room. Exam scores will be cancelled. Examples of misconduct are as follows:

- Giving or receiving assistance of any kind;
- Using any of the prohibited aids listed;
- Taking or attempting to take an exam for someone else;
- Failing to follow test regulations or the test administrator's instructions;

- Removing or attempting to remove test questions and/or responses (in any format) from the testing room;
- Tampering with the operation of the computer or attempting to use it for any function other than for taking the exam;
- Leaving the testing room without permission; and
- Causing a disturbance of any kind.

Prior Learning Assessment

The Ashford University Prior Learning Assessment Program allows students pursuing a Bachelor's degree the opportunity to earn credit for college-level learning that occurs outside a traditional classroom setting. Students may earn credit in two ways:

- Through faculty evaluation of sponsored professional training; and
- Through faculty evaluation of experiential learning via the experiential essay process.

Inquiries and evaluations should be referred to the Prior Learning Assessment Department.

Registration

Registration for classes each semester is conducted on dates announced by the Registrar's Office. Currently enrolled students should contact their Faculty Academic Advisors for assistance during each registration period. The Registrar's Office assists new students with their assignments to a Faculty Academic Advisor for the initial registration. Registration for classes and changes to the schedule should be made through the Registrar's Office prior to or on the official registration day for each semester, as indicated in this *Catalog*. The University reserves the right to cancel any course due to low enrollment or for other reasons.

Changes in Registration: Each student should carefully plan an educational program of study with the assistance of a Faculty Academic Advisor. If a change in registration is desired, permission of the Faculty Academic Advisor and the instructor(s) involved must be obtained. If a full-time student is dropping to part-time status, the student must also have the permission of the Dean of the School or College, the Dean of Student Affairs, the Athletic Director (if a student athlete), and the Residence Life Director (if a resident student). Students receiving financial aid who drop courses should contact the Director of Financial Aid to determine how the change in registration affects their financial aid status. The form used to add or drop a course can be obtained in the Registrar's Office. The change is not official until the form is received by the

Registrar's Office. The date the form is returned to the Registrar's Office becomes the official date of change.

Last Day to Add a Class

A course may not be added after the first nine days of classes without the approval of the Dean of the School or College, the Faculty Academic Advisor, and the instructor of the course to be added.

Blended Coursework Registration Policy

Students studying at the Ashford University Clinton campus in the semester-based modality have the option to blend online and campus coursework during the spring and fall semesters, or in between semesters during the Summer Term. Blended coursework registration with five (5) week online courses may occur when the student is fully admitted in a campus degree program, and the following criteria are met.

Students must:

- Be 18 years or older;
- Be meeting Satisfactory Academic Progress requirements;
- Have completed at least 30 credits toward a campus degree program;
- Be scheduled for a minimum of 12 credits on the Clinton campus during the spring or fall semester; and
- Have the approval of their Faculty Academic Advisor prior to registering for an online course.

Online course registration cannot violate progression or prerequisite requirements. Additionally, online courses during the spring or fall semesters must start after the first day of the semester and end prior to the last day of the semester.

Course Drop

To officially drop from a class or classes without withdrawing permanently from the program, a student must complete and submit a *Change of Registration* form to the Registrar's Office. (Forms are available in the Registrar's Office.) After the official "add/drop" census period in the beginning of the semester, a student completes the course drop process only by getting signatures from the relevant class instructor and his or her academic advisor. If the student participates in an Ashford athletic program, then a signature must also come from the Athletic Director.

Initial attendance in all course types (classroom, thesis, independent study, etc.) will be taken within the first two weeks of a semester. In order to establish initial attendance in a course, a student must attend the

course at least once prior to the course Drop Deadline. Students who do not attend at least once before the Drop Deadline will have that course removed from their schedule and academic transcript.

Official Withdrawal from the University

A Clinton campus student wishing to officially withdraw from Ashford University must notify the Registrar's Office, either orally or in writing. Students notifying Ashford University for official withdrawal will be asked to complete a written withdrawal form.

The student must resolve any financial obligations to Ashford University before receiving an official transcript from the Registrar's Office.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Class Load

A full-time class load is 12–18 credits. A student who plans to register for more than 18 credits must have written permission of the Dean of the School or College. Additional tuition is charged beyond the 18th credit, unless a tuition waiver is approved and turned in to the Registrar's Office. Students taking 19–21 credits must have the tuition waiver approved by the Dean of the School or College. Tuition waivers for credits beyond 21 credits must be approved by the VP/Clinton Campus Director. A student who has not met Satisfactory Academic Progress is usually limited to 12 credits per semester. Exceptions to credit load for students who have not met Satisfactory Academic Progress must be approved by the Dean of the School or College.

Degree-Seeking Student Classifications

Class Level:

- Freshman: 0-30 credits earned
- Sophomore: 31-60 credits earned
- Junior: 61-90 credits earned
- Senior: 91 or more credits earned

Enrollment Status:

- Less than half-time: 1-5 credits
- Half-time: 6-8 credits
- Three-quarter time: 9-11 credits
- Full-time: 12 or more credits

Auditing Courses

Students may register to audit lecture classes on a space-available basis. Students who are auditing a course are expected to attend class regularly. They are not responsible for written assignments or examinations. A student who wishes to change from audit to credit seeking must notify the Registrar's Office by the end of the first two weeks of classes.

Scholars Institute

The Scholars Institute is the University's honors program, which offers an enhanced undergraduate experience for able and highly motivated students in any of the Clinton campus program majors. At the heart of the curricular experience is a series of limited-enrollment, interdisciplinary honors courses taught by selected faculty. In addition, Scholars Institute members have opportunities to work closely with senior University faculty in joint research projects, to participate in distinctive co- and extracurricular activities, and to have access to enhanced internships and capstone courses.

Requirements for Admission and Membership

For admission into the Scholars Institute, students must complete the following requirements:

- Fill out an application for admittance and submit it to the Director of the Scholars Institute;
- Submit a sample of his or her formal writing, either from a previous class or newly written; and,
- Possess a cumulative G.P.A. of 3.50 or higher (For incoming freshmen, high school G.P.A. is considered).

To maintain membership in the Scholars Institute, students must meet the following requirements:

- Maintain a cumulative G.P.A. of 3.50 or higher and a minimum of 3.50 in honors-designated courses.
- Complete a minimum number of credits of Scholars Institute or honors-designated courses, a percentage of which must be at the 300- or 400-level. It is also strongly recommended that at least half of the courses be the designated Scholars Institute courses offered each semester. Students have **three options** for fulfilling membership requirements:
 - Take a regularly scheduled Scholars Institute course;

- Take one of their regular courses with an “honors option,” which would be worked out between the student and the professor; or
- Complete a “special topics” research-oriented project where the student and professor work collaboratively on the parameters and requirements for the project.

The following scale indicates minimum standards for each grade level:

Grade Level	# of credits	# of upper-level credits	# of public presentations*
Freshman	18	9	3
Sophomore	12	6	2
Juniors/ Transfers	9	6	2

*Participate in an end-of-semester forum of Scholars Institute students where papers, projects or other demonstrations are presented in a public setting and open to the entire Clinton campus community. (This is in addition to students presenting their work in the context of a regular class with honors component requirements.) Presentations should be a minimum of ten minutes in length.

- Maintain a portfolio of scholarly work completed for each honors course (examples would include papers, research projects, presentations, etc.).

Testing Services

Placement exams are available to Clinton campus students, attending classes in a semester format, who would like to test out of competency areas, or test into a higher level math or English class. Students should consult their Faculty Academic Advisors for testing information.

Veterans

Students who are eligible for educational benefits from the Department of Veterans Affairs should notify the Financial Aid Director of their intention to enroll. Assistance in the certification procedure will be provided. Veteran students are required by the Department of Veterans Affairs to maintain satisfactory progress in their educational program. These regulations are available from the Financial Aid Director and are followed by the University, or students can visit the following website:

<http://vabenefits.vba.va.gov>.

Grade Reports

At mid-semester, the University will make a reasonable attempt to notify any student who is performing at the level of a “D” or “F” grade in a course. Midterm grade reports may be accessed on the Student Portal. Final grade reports are accessible to all students at the end of each semester on the Student Portal. Only final semester grades are recorded on the official transcript.

Academic Advisement

The University has supportive faculty and staff members who work with each student to help ensure the student’s success at Ashford University. A Faculty Academic Advisor is appointed for each degree-seeking student. The Faculty Academic Advisor assists in the development of a class schedule that is tailored to meet the interests and educational goals of the student. If a student decides to change majors, the Registrar’s Office should be notified immediately. Students may request a change of Faculty Academic Advisor by application to the Registrar’s Office.

Attendance Policy for Semester-Based Courses

The attendance policy at Ashford University is based on the commitment of the faculty and administration to helping students develop the work habits and skills that are essential for achieving academic success.

Students are required to attend the classes and labs for courses in which they are enrolled. Students enrolled in hybrid courses that include an online component and week(s) in which there are no face to face meetings must meet attendance in one of the following ways within the online classroom:

- Posting in a graded discussion forum;
- Submitting a written assignment or journal entry; or
- Submitting an exam.

Postings not related to graded discussion forums, or written assignments or journal entries not related to the actual assignment may be reviewed and disqualified for attendance purposes. All students are expected to arrive on time for each class and to remain for the entire class unless prior arrangements have been made with the instructor. If a student is excused from class due to a University-sponsored activity, that student is expected to arrange with the instructor for all class work and assignments to be made up before the event. Students on academic and financial aid warning or probation must receive prior approval for missing class for a University sponsored event from the course instructor and the Dean of the School or College. If a student must miss a class due to an emergency over

which he or she has no control, the student must contact the instructor to determine what preparation is needed before returning to the next class.

Faculty members are required to report student absences from their classes, on a weekly basis, to the Registrar's Office. Federal regulations require that the University establish a last date of attendance for any student who ceases attending the University and return financial aid funds according to federal guidelines and University policy. Students who do not attend any classes for two consecutive weeks will be administratively withdrawn from the program by the Registrar's Office. The student's grades for the semester will be determined according to the *Course Drop* policy guidelines outlined in the *General Academic Information and Policies* section of this *Catalog*.

Faculty members will include a clearly stated policy on each course syllabus to further explain how absences will affect a student's grade in that course.

Academic Leave

Although Ashford University encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time circumstances may arise that warrant a short break in enrollment. Should a student experience an extraordinary personal situation that would require a request for an academic leave from the program, he or she is encouraged to discuss the matter with the Director of Student Affairs and/or the Associate University Registrar-Campus Services. The student must complete the *Academic Leave Request* form, which is available from the Registrar's Office.

- *Academic Leave Request* forms must be signed, dated and submitted on or before the last day of class attendance. The student must provide a reason for the request and the school must make a determination that there is a reasonable expectation that he or she will return to school. Requests submitted after the last day of attendance require an explanation for the late submittal. Requests submitted greater than 14 days after the last date of attendance will not be approved.
- An academic leave does not meet the conditions to be an approved leave of absence for Title IV financial aid purposes. Ashford University Clinton campus students are not eligible for an approved leave of absence for financial aid purposes. Therefore, an academic leave is treated as an official withdrawal for return of Title IV financial aid and student loan deferment purposes. A financial aid student

considering an academic leave should contact the Financial Aid Office to discuss the impact on changes to their financial aid package and on their loan repayment. The loan repayment grace period begins on the first day of the student's academic leave.

- Students are allowed one academic leave per 12-month period.
- The academic leave can be no more than one semester in length.
- Failure to return to school on or before scheduled/approved re-entry date will result in a termination of the academic leave.

Final Examinations

The academic year is divided into two semesters of approximately sixteen weeks each, beginning in late August and in early January of each year. The last week of each semester is reserved for final exams. Some form of final evaluation (exam, project, report, etc.) is required in every course and should be given at the time designated by the Registrar's Office on the final exam schedule. Exceptions to this policy must receive the written approval of the Dean of the School or College at least two weeks prior to the scheduled exam week. A student's absence from a final examination without a serious reason and permission of the instructor may be recorded as a failure in the course. Deciding the nature of final exams as well as the frequency of other exams during the course is the responsibility of the individual instructor.

Clinton Campus Satisfactory Academic Progress (SAP) Requirements

We are dedicated to the academic success of our students. As such, the following policy outlines the academic requirements for Ashford University Clinton campus programs and how they will be measured to ensure that students are making satisfactory academic progress toward successful degree completion. Academic and Financial Aid Warning, Academic and Financial Aid Probation, and Probation-Academic Plan provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students in any of the aforementioned statuses should meet with their Faculty Academic Advisors to discuss course scheduling and planning for remediation. Please contact the Ashford University Registrar's Office with any questions concerning the requirements outlined in this policy. This policy applies to all coursework accepted and applied in transfer as well as attempted at Ashford University, as outlined in this policy, regardless of date attempted.

Undergraduate Semester-Based Program Measures

- Fall and Spring Term = 16 weeks each
- May Term = 3 weeks
- Summer Term = 6 weeks

Satisfactory Academic Progress Standards

Students must meet the following minimum qualitative and quantitative standards to make satisfactory academic progress:

- Clinton campus undergraduate students must meet the minimum criteria of a cumulative GPA in Ashford University coursework of 2.00 to make satisfactory academic progress.
- The following majors require a 2.50 minimum GPA standard:
 - Bachelor of Arts in Elementary Education;
 - Bachelor of Arts in English and Communication with Secondary Education Track;
 - Bachelor of Arts in Physical Education;
 - Bachelor of Arts in Social Science with Secondary Education Track;
 - Bachelor of Science in Computer Science and Mathematics with Secondary Education Track; and
 - Bachelor of Science in Natural Science with Secondary Education Track.
- Cumulative GPA includes all undergraduate-level coursework attempted at Ashford University, excluding grades of Pass, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated.
- Grade points earned at another institution are not used in the computation of the grade point average at Ashford University.
- Successful completion rate = 67% or 2/3 of all attempted undergraduate credits. Attempted undergraduate credits are all Ashford University course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WF, and F.
- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as

measured in credits attempted toward the program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.

- Repeated courses count negatively against successful completion rates.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at the end of each term in Clinton campus semester-based programs. Students are evaluated against both qualitative and quantitative standards at the conclusion of Fall, Spring, May Term, Summer Term, and each online course attempted during the summer at Ashford University. After each evaluation, students who do not meet SAP standards will be notified in writing. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue to the next semester until the incomplete grade is successfully completed.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on Academic and Financial Aid Warning for the following term. Students are given one term to meet the requirements for satisfactory academic progress. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Retaking coursework previously passed at Ashford University in term-based programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term. Students on Academic and Financial Aid Warning who do not meet the requirements for satisfactory academic progress at the conclusion of one term on Academic and Financial Aid Warning will be dismissed from the University.

Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning may complete one additional term of study on Academic and Financial Aid Probation. All coursework attempted after the term during which the student did not meet satisfactory academic progress is counted as part of the Academic and Financial Aid Probation period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students on Academic and Financial Aid Probation who do not meet the requirements for satisfactory academic progress at the conclusion of the term will be dismissed from the University. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Retaking coursework previously passed at Ashford University in term-based programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term.

At the conclusion of the Academic and Financial Aid Probation term, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University.

Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Academic Plan

Students who are approved by the Associate University Registrar-Campus Services and appropriate Clinton Campus Dean, or Provost for re-admission after dismissal following a period of Academic and Financial Aid Probation, a period on Probation-Academic Plan, or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan. Students on Probation-Academic Plan are required to meet specific academic requirements outlined in writing in an academic plan from the Associate University Registrar-Campus Services. Students

are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation-Academic Plan. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Retaking coursework previously passed at Ashford University in term-based programs may impact a student's enrollment status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term.

Students will be placed on Probation-Academic Plan for the first payment period/SAP increment while on the Academic Plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan at the conclusion of each term. Students who are not meeting plan requirements at the conclusion of each term will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal of Academic Dismissal* policy in this section of this *Catalog*.

Appeal of Academic Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements may appeal to the Associate University Registrar-Campus Services to be re-admitted to the University.

The student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- Compelling evidence that they have the ability to demonstrate satisfactory academic progress and to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during the period of absence; and

- A plan for completion of the coursework required to meet satisfactory academic progress during the following term.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The student must submit an appeal letter as detailed in this policy and present compelling evidence that they have the ability to demonstrate satisfactory academic progress and succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits since the last appeal was submitted.

Academic Standards for Student Athletes

Eligibility to participate in intercollegiate athletics is governed by the standards adopted by the National Association for Intercollegiate Athletics (NAIA) and supplemented by the University *Student Athlete Handbook*.

Graduation Requirements for BA and BS Degrees

To be eligible for the Bachelor of Arts or Bachelor of Science degrees, a student must successfully accomplish the following:

- Completion of the General Education requirements, including competencies;
- Completion of a minimum of 120 credits that are 100-level or higher;
- Completion of all major course requirements;
- Completion of all collateral course requirements (where applicable);
- Minimum cumulative grade point of 2.00 in all coursework attempted at the University. Students with more than one major must average 2.00 in each program of study (a cumulative grade point of 2.50 is required for the elementary education majors and all major seeking secondary education endorsements);
- A minimum of 30 credits in upper-division courses numbered 300-level or above. At least 21 of these credits should be credit for major or collateral courses;

- No more than 45 credits in a single department; and
- Completion of 30 credits from the University.

Note: Faculty Academic Advisors assist students with course selection, but it is the student's responsibility to ensure that he or she fulfills the previous requirements.

Forbes School of Business: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in Accounting

The Accounting major at the University develops necessary analytical, conceptual, and technical knowledge and proficiency in accounting. Collateral courses complement the accounting curriculum and enable students to better understand the internal and external business environment through study in business administration, economics, and quantitative methods. Accounting majors may also pursue an optional track in environmental studies. 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/iaa.

Special Terms and Conditions: Successful completion of this program by itself does not qualify a student to sit for the Certified Public Accountant (CPA) examination. All prospective students are advised to contact individual state boards of accounting for additional information relating to licensure requirements (e.g., education and work experience and any potential restrictions, such as prior criminal convictions) prior to enrolling. A list of state accounting boards is available here:

www.nasba.org/stateboards. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

Although successful completion of this program does not by itself lead to a Certified Management Accountant designation, students who are interested in the CMA exam can find more information about it at www.imanet.org. Students are advised that a degree program is different from an exam preparation course and they may need more education in addition to work experience in order to successfully pass the examination.

Program Outcomes

Students in the Accounting program will be able to:

- Demonstrate fundamental accounting principles and procedures;

- Employ technology tools related to the area of accounting;
- Analyze alternatives to complex accounting problems;
- Utilize and integrate accounting information in business decision making; and
- Synthesize accounting information and non-accounting information in order to appropriately assess business opportunities.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	42 credits
Electives:	29 credits

Major Course Requirements (42 credits):

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
- ACC 305 Intermediate Accounting I (3 credits)
- ACC 306 Intermediate Accounting II (3 credits)
- ACC 310 Cost Accounting I (3 credits)
- ACC 380 Accounting for Not-For-Profit Organizations (3 credits)
- ACC 401 Federal Income Taxes I (3 credits)
- ACC 410 Auditing (3 credits)

One course from the following:

- ACC 311 Cost Accounting II (3 credits)
- ACC 402 Federal Income Taxes II (3 credits)
- ACC 407 Advanced Accounting (3 credits)

Business Core Requirements

(12 credits from the following):

- BUS 307 Operations Management & Quantitative Techniques (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 401 Principles of Finance (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- MAT 332 Applied Statistics (3 credits)
- PHI 402 Business Ethics (3 credits) **OR**
BUS 319 The Social Responsibility of Organizations (3 credits)

One course in Information Systems (3 credits):

- INF 220 IS Principles (3 credits)

- INF 240 Visual & Verbal Presentations (3 credits)
- INF 242 Spreadsheet & Database Analysis (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Bachelor of Arts in Business Administration

Business students study the environment of business in a market-based economy and explore the different functional areas of business including finance, human resources, information management, and marketing. Collateral courses complement the business core and assist students in acquiring essential knowledge and competence in accounting, economics, ethics, and mathematics. Elective specializations in finance and marketing build on the core curriculum. 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/iaba.

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. 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. 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.

Program Outcomes

Students in the Business Administration program will be able to:

- Collaborate to achieve team goals;
- Develop an awareness of their leadership style;
- Evaluate a situation and apply an effective leadership style;
- Use technology tools related to their area of emphasis;
- Manage change within a dynamic business environment; and
- Create a strategic business plan.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	45 credits
Electives	26 credits

Major Course Requirements (45 credits):

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 401 Principles of Finance (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

One course in Statistics (3 credits):

- MAT 332 Applied Statistics (3 credits)

One course in Management (3 credits):

- MGT 330 Management for Organizations (3 credits)

One course in Strategic Planning (3 credits):

- BUS 402 Strategic Management & Business Policy (3 credits)

One course in Ethics (3 credits):

- PHI 402 Business Ethics (3 credits) **OR**
BUS 319 The Social Responsibility of Organizations (3 credits)

One course in Information Technology (3 credits):

- INF 240 Visual & Verbal Presentations (3 credits)
- INF 242 Spreadsheet & Database Analysis (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Financial Certification

Although successful completion of this program by itself does not lead to a CFA (Chartered Financial Analyst) qualification, students interested in pursuing the CFA qualification should consult the Dean of the Forbes School of Business regarding appropriate coursework.

**Bachelor of Arts in
Computer Graphic Design**

The Computer Graphic Design major combines the application of visual art, communication, marketing, music, and computer programming skills that are needed to aid current business and industry. The Graphic Design degree involves the creation of information that people see and read: posters, books, signs, advertisements, commercials, brochures, video production, digital imaging, and Websites. See Business Information Systems description and Computer Science and Mathematics description for other degree options in the computer science field. 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/iacgd.

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. 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. 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.

Program Outcomes

Students in the Computer Graphic Design program will be able to:

- Utilize computer graphics and visual arts tools related to their track focus (Animation, Print Media, or Web Design);
- Accurately determine client needs, audience, purpose, and media capabilities in the development and execution of graphic communication projects;
- Develop and communicate creative ideas to colleagues and clients through oral, written, and visual communication during the completion of individual and team projects;
- Investigate opportunities for professional growth; and
- Incorporate professional ethics on projects.

Requirements for the Major:

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Required Courses:	27 credits
Track:	27-30 credits
Electives:	14-17 credits

Required Courses (27 credits):

- ART 103 Two-Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 215 Computer Art I (3 credits)
- CGD 217 Survey of Graphic Communication (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 330 Digital Still Imaging (3 credits)
- INF 231 Programming Concepts (3 credits)
- INF 410 Project Management (3 credits) **OR** INF/CGD 392 IS Internship (3 credits)
- INF 420 Senior Portfolio (3 credits)

Tracks (27-30 credits)

Students must choose ONE track from the following:

Animation Track (30 credits):

- ART 340 Figure Drawing (3 credits)
- CGD 220 Storytelling & Storyboarding (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 223 3-D Modeling I (3 credits)
- CGD 331 Digital Video & Audio (3 credits)
- CGD 324 3-D Animation I (3 credits)
- CGD 325 3-D Animation II (3 credits)
- CGD 360 Digital Texturing & Lighting (3 credits)
- CGD 497 Advanced 3-D Seminar (3 credits)

Animation Electives (1 course from the following):

- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)
- CGD 323 3-D Modeling II (3 credits)
- CGD 330 Digital Still Imaging (3 credits)
- CGD 392 IS Internship (3 credits)
- CGD 432 3-D Animation III (3 credits)

Print Media Track (27 credits):

- ART 315 Computer Art II (3 credits)

- BUS 330 Principles of Marketing (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- CGD 318 Introduction to Public Relations & Promotional Writing (3 credits)
- CGD 340 Print Production (3 credits)

Print Media Electives (3 credits from the following):

- ART 225 Photography I (3 credits)
- BUS 352 e-Business (3 credits)
- CGD 220 Storytelling & Storyboarding (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 223 3-D Modeling I (3 credits)
- CGD 332 Multimedia Authoring (3 credits)
- CGD 353 Dynamic Publishing (3 credits)
- INF 220 IS Principles (3 credits)
- INF 391 IS Seminar I (3 credits)
- INF 392 IS Internship (3 credits)

Web Design Track (27 credits):

- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- CGD 221 2-D Computer Animation (3 credits)
- CGD 305 Communication Design (3 credits)
- CGD 307 Web Publishing (3 credits)
- CGD 405 Advanced Web Publishing (3 credits)
- INF 247 Database Analysis (3 credits)
- INF 322 Database Management Systems (3 credits)

Web Electives (3 credits from the following):

- ART 315 Computer Art II (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- CGD 331 Digital Video & Audio (3 credits)
- CGD 353 Dynamic Publishing (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- INF 245 Spreadsheet Analysis (3 credits)

Bachelor of Arts in Public Relations and Marketing

Graduates of the major in Public Relations and Marketing will be able to develop an understanding and mastery of marketing and public relations functions. Emphasis is on creating a repertoire of communication skills in order to become an effective communicator across contexts, as well as to develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs. Graduates will be able to evaluate the effectiveness and appropriateness of marketing and public relations messages and engage in problem analysis, strategic planning, message development, and tactical solutions. 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/iapr.

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. 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. 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.

Program Outcomes

Students in the Public Relations and Marketing program will be able to:

- Develop an understanding and mastery of marketing and public relations functions;
- Create a repertoire of communication skills in order to become an effective communicator across contexts;
- Develop competencies in using planning skills to create and implement marketing and public relations solutions to meet clients' needs;
- Evaluate the effectiveness and appropriateness of marketing and public relations messages; and
- Engage in problem analysis, strategic planning, message development, and tactical solutions.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Core Requirements:	33 credits

Corporate Communications Track or Marketing Track	15 credits
Electives	23 credits

Core Requirements (33 credits):

- ART 103 Two-Dimensional Design (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- BUS 420 or CGD/INF 392 Internship (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)
- INF 420 Senior Portfolio (3 credits)
- MGT 330 Management for Organizations (3 credits)
- PHI 402 Business Ethics (3 credits) **OR**
BUS 319 The Social Responsibility of Organizations (3 credits)

Corporate Communications Track (15 credits):

- ART 215 Computer Art I (3 credits)
- BUS 355 Corporate Communication Strategies (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- CGD 253 Web Publishing (3 credits)
- CGD 303 Publication Design (3 credits)

Electives (3 credits)

- ART 315 Computer Art II (3 credits)
- CGD 330 Digital Video & Audio (3 credits)
- CGD 340 Print Production (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- JRN 211 News Reporting Lab (3 credits)
- SPE 315 Business & Professional Speaking (3 credits)

Marketing Track (15 credits)

- BUS 339 Marketing Research (3 credits)
- BUS 350 Consumer Behavior (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 336 Marketing Strategy (3 credits)

- INF 242 Database & Spreadsheet Analysis (3 credits)

Electives (3 credits)

- BUS 315 Professional Selling & Sales Management (3 credits)
- BUS 318 Organizational Behavior (3 credits)
- BUS 357 International Business (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- LIB 320 Global Socioeconomic Perspectives (3 credits)
- SPE 315 Business & Professional Speaking (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Bachelor of Arts in Sports and Recreation Management

The Sports and Recreation Management major helps to prepare professionals for managerial positions in the sports and recreation industry including professional, intercollegiate, and interscholastic sports; sport/fitness clubs; sports/athletics equipment merchandising; public, private, and commercial recreation programs; and intramural and recreational sports.

Students complete coursework in the following areas: accounting, business, economics, English, information systems, philosophy, physical education, sociology, speech, and psychology. The curriculum consists of learning experiences that are essential for assuming entry-level business management positions in the sports and recreation profession. Students completing the required coursework will be exposed to various theories of management in the field of business administration, exhibit college-level writing and speaking skills, and acquire a knowledge base in the field of sports and recreation management. 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/iasrm.

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. 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. 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.

Program Outcomes

Students in the Sports and Recreation Management program will be able to:

- Integrate knowledge from sports recreation and business administration fields;
- Apply theory to practice;
- Communicate effectively in a variety of modalities; and
- Apply business procedures to team and facilities management.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	45 credits
Electives	26 credits

Major Course Requirements (45 credits):

- ACC 205 Principles of Accounting (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 307 Operations Management & Quantitative Techniques (3 credits)
- SRM 311 Sport Law (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- SRM 410 Contemporary Issues in Sports Marketing & Management (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits) **OR** ECO 204 Principles of Microeconomics (3 credits)
- SRM 320 Organization & Administration of Sports & Recreation Management (3 credits)
- SRM 401 Sport Finance (3 credits)

Prerequisite: ACC 205

Practicum/Case Study (3 credits from the following):

- SRM 244 Practicum I (1 credit) **AND** SRM 344 Practicum II (2 credits)
- SRM 325 Case Research in Sports & Recreation Management (3 credits)

One course in Advanced Communication (3 credits from the following):

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- BUS 340 Business Communications (3 credits)
- INF 240 Visual & Verbal Presentations (3 credits)

**One course in Public Relations/Media
(3 credits from the following):**

- CGD 240 Media Writing & Editing (3 credits)
- CGD 318 Public Relations Practices & Promotional Writing (3 credits)

**One course in Internship/Project Management
(3 credits from the following):**

- SRM 420 Internship (3 credits)
- INF 410 Project Management (3 credits)

**One course in Information and Technology
(3 credits from the following):**

- INF 242 Spreadsheet & Database Analysis (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

College of Education: Program Information

Practitioner Preparation Program

The practitioner preparation program is the licensure track common to all endorsements and majors in the College of Education and prepares students for rewarding careers as professional educators in the state of Iowa. Students desiring to teach Pre-K through grade eight will major in elementary education. Those preparing to teach fifth through twelfth grades will select a major related to the content area they wish to teach, while also taking a substantial number of Education and Education-related courses.

Students who are interested in teacher licensure will be initially enrolled in the Bachelor of Arts in Education program or Secondary Education program of interest. Upon completion of Level One requirements outlined in the Ashford University Practitioner Preparation Handbook, students will be eligible for admission to the Practitioner Preparation Program and transfer to the appropriate program for the endorsement area being pursued. Students who are not interested in a teaching license, or do not meet the requirements for a teaching license may complete the Bachelor of Arts in

Education program or a related major without teacher certification.

Professional Behavior and Enrollment in Courses in Teacher Education

Students who successfully complete all required courses (including the Student Teaching Semester) and who demonstrate a minimum of entry-level proficiency in all competency areas can be recommended for an Iowa teaching license. The Iowa Board of Educational Examiners requires a federal criminal background check and fingerprint check on all applicants prior to teacher licensure. Felony convictions, certain assault convictions, child abuse or neglect convictions, and certain drug and alcohol convictions are among the convictions that will preclude the award of a teaching license. The University asserts that students who enter the program must be eligible to be recommended for a teacher license upon completion of program requirements.

Checkpoints

Students in elementary and secondary education take General Education courses and 100-, 200- and possibly some 300-level Education major course requirements during the first five to six semesters. Students must have a cumulative grade point average of 2.50, a minimum grade point average of 2.70 in education core courses, a cumulative GPA of 2.70 in endorsement area courses, and a passing score on a basic skills test to be eligible to apply for admission to the Practitioner Preparation Program (PPP). When admitted to the PPP (typically, in the junior year), the majority of the Education courses will be at the 300-level. Curriculum and methods courses and the accompanying practica are taken during the semesters immediately preceding student teaching. A full semester of student teaching takes place during the last semester, which equals a minimum of 15 weeks. Elementary education majors are required to receive a passing score on the Praxis II exam to be recommended for an Iowa initial license.

Professional Behavior and Contact with Children and Youth

A student pursuing a program in Teacher Education or a minor in Child Learning and Development at Ashford University must meet the professional behavior requirements to enroll in field experiences, practica, internships, or student teaching courses. Any student who fails to meet the criteria for professional behavior may be removed from or denied enrollment in any course where there is direct contact with children, youth, or young adults such as a field experiences, practica, internships, or student teaching.

Repeating/re-enrolling in Education Core Courses

Students who wish to repeat or re-enroll in education core courses they previously dropped must obtain

the permission of the instructor, their advisor(s), and the Dean of the College of Education. Permission will be granted on a limited basis, and conditions for enrollment in/continuation in the course will be articulated.

Required General Education Courses for Students Seeking Teacher Licensure in Iowa

Students that transfer to the College of Education with an AA degree will be required to fulfill the general education requirements subsequently listed.

- ART 101 Art Appreciation (3 credits) **OR** MUS 101 Masterpieces of Music (3 credits)
- ENG 122 English Composition II (3 credits)
- GEN 499 General Education Capstone (3 credits)
- HIS 205 United States History I (3 credits)
- SPE 103 Oral Communication (3 credits)
- One course each from the biological and physical sciences (one course must include a laboratory experience)
Note: Secondary education only requires one science course that includes a lab.
- One literature course with an ENG prefix (3 credits)

Please note: In some cases, the Iowa State Department of Education and/or Iowa Board of Educational Examiners requirements change after the Ashford University Catalog has been published. It is essential that students work with the Dean of the College of Education, and faculty, to ensure compliance with current State regulations.

Endorsement-Seeking Students

Certified teachers who hold a valid Iowa teaching license may add any endorsement for which Ashford University is approved and currently offers courses.

Secondary Education Licensure Program

Program Outcomes

Students in the Secondary Education program will be able to:

- Exhibit evidence of a high level of academic preparedness;
- Demonstrate skills in sound teaching methodology and instructional strategies;
- Create a classroom environment where students experience mutual respect and appreciation for diversity;

- Respect privacy, possess knowledge of mandatory reporting, and exhibit professional behaviors such as promptness, preparedness, adhering to contractual issues, and participating in on-going professional development;
- Meet the needs of diverse learners in a variety of settings;
- Utilize a variety of assessments and use assessment data to drive instruction;
- Acknowledge the important role of reflection in an educator's ability to self-evaluate and modify actions in the learning community, actively seeking input for professional development opportunities;
- Communicate effectively in a variety of modalities including technological, verbal, nonverbal, and written; and
- Implement teaching strategies that promote the intellectual, physical, emotional, and social development of learners.

Requirements for the Program

Total Minimum Credits Required: 120 credits

General Education Requirements: 49 credits

Secondary Education Requirements: 47 credits

Endorsement Area: 15-24 credits

Electives to total 120 credits for degree.

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Secondary Education Requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: General Methods (1 credit)
- EDU 340 Business Education Methods (3 credits)

- EDU 341 Practicum in Business Education (1 credit) **OR**
- EDU 342 Secondary Education - English Methods (3 credits)
- EDU 343 Practicum in Secondary English (1 credit) **OR**
- EDU 344 Secondary Education - Mathematics Methods (3 credits)
- EDU 345 Practicum in Secondary Mathematics (1 credit) **OR**
- EDU 346 Secondary Education - Science Methods (3 credits)
- EDU 347 Practicum Secondary Science (1 credit) **OR**
- EDU 348 Secondary Education - Social Science Methods (3 credits)
- EDU 349 Practicum in Secondary Social Science (1 credit)

AND all of the following:

- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 458 Student Teaching Seminar (1 credit)
- EDU 400-level Student Teaching in the Secondary School (5-8) (8 credits) **AND** EDU 400-level Student Teaching in the Secondary School (9-12) (7 credits)
- ERE 312 Reading in Secondary Content Area (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavioral Management in the Classroom (3 credits)

Secondary education students will complete Iowa state endorsement requirements as part of the following corresponding degrees:

State of Iowa Secondary Education Endorsement Area	Corresponding Ashford University Degree
American History 5-12 (15 credits)	BA/Social Science
Biology 5-12 (24 credits)	BA/Natural Science or BS/Natural Science

Chemistry 5-12 (24 credits)	BA/Natural Science or BS/Natural Science
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English/Language Arts 5-12 (19 credits)	BA/English and Communication, Education Concentration
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General Science 5-12 (24 credits)	BA/Natural Science or BS/Natural Science
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Mathematics 5-12 (24 credits)	BS/Computer Science and Math, Education Concentration
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Psychology 5-12 (15 credits)	BA/Social Science
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Sociology 5-12 (15 credits)	BA/Social Science
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World History 5-12 (15 credits)	BA/Social Science
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Students completing secondary education requirements may also add the following endorsements:

- Business – All 5-12
- English as a Second Language K-12
- Health 5-12
- Instructional Strategist I 5-12
- Middle School 5-8
- Secondary Reading 5-12

The Practitioner Preparation Handbook provides further details regarding program requirements.

Coaching Authorization or Endorsement

The Education Division also offers coaching credentials for students who successfully complete the following program:

- PED 203 Exercise Physiology (1 credit)
- PED 211 Theories & Techniques of Coaching (1 credit)
- PED 242 Prevention & Care of Athletic Injuries (2 credits)
- PSY 104 Child & Adolescent Development (3 credits)

Students must earn a grade of “C-” or better in the four courses required for the Coaching credential. Students who are eligible or currently hold an Iowa teaching license will be issued the K-12 Coaching endorsement. The students must meet the GPA requirements of the Practitioner Preparation Program.

Students in programs of study outside of Education are eligible for the K-12 Coaching Authorization. These students must hold a minimum GPA of 2.00 in the four required coaching courses. Students who successfully complete the Coaching Authorization are responsible for submitting appropriate application fees and must complete and pay fees associated with the DCI/FBI criminal background investigation, as required by the Iowa Board of Educational Examiners.

College of Education: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in Elementary Education

The Bachelor of Arts in Elementary Education is designed for future teachers of Pre-K through eighth grade in the state of Iowa. Through this program, you will gain the skills to communicate effectively with diverse learners, and to promote the intellectual, physical, emotional, and social development of young minds. You can also tailor the degree to your interests by completing one of the following endorsement areas: Pre-K-K, Reading K-8, English/Language Arts K-8, Health K-8, History K-8, Mathematics K-8, Science Basic K-8, or Social Studies K-8. 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/iaee.

Program Outcomes

Students in the Elementary Education program will be able to:

- Exhibit evidence of a high level of academic preparedness;
- Demonstrate skills in sound teaching methodology and instructional strategies;
- Create a classroom environment where students experience mutual respect and appreciation for diversity;
- Respect privacy, possess knowledge of mandatory reporting, and exhibit professional behaviors such as promptness, preparedness, adhering to contractual issues, and participating in on-going professional development;
- Meet the needs of diverse learners in a variety of settings;

- Utilize a variety of assessments and use assessment data to drive instruction;
- Acknowledge the important role of reflection in an educator's ability to self-evaluate and modify actions in the learning community, actively seeking input for professional development opportunities;
- Communicate effectively in a variety of modalities including technological, verbal, nonverbal, and written; and
- Implement teaching strategies that promote the intellectual, physical, emotional, and social development of learners.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	55 credits
Elementary Education Major Requirements:	44 credits
Collateral Course Requirements:	19 credits
Electives:	2 credits

(One Endorsement Area is also required for the state of Iowa).

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Elementary Education Major/Endorsement Requirements (44 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 203 Child & Adolescent Literature (3 credits)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 301 Language Arts in the Elementary Schools (3 credits)
- EDU 303 Reading Methods & Curriculum (3 credits)
- EDU 305 Clinical Experience in Reading/ Language Arts Methods (1 credit)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 311 Social Studies Curriculum & Methods (2 credits)

- EDU 313 Elementary Curriculum & Methods of Science (2 credits)
- EDU 315 Curriculum & Methods of Teaching Mathematics in the Elementary School (2 credits)
- EDU 317 Clinical Experience in Social Studies/ Science/Math Methods (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 450 Student Teaching in the Elementary School (8 credits) **AND** EDU 451 Student Teaching in the Elementary School (7 credits)
- EDU 458 Student Teaching Seminar (1 credit)

Additional Endorsement Requirements (19 credits):

- MAT 223 Math for Educators (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 317 Mild/Moderate Disabilities (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)
- EDU 230 Performing & Visual Arts for Elementary Teachers (2 credits)
- EDU 235 Health & Physical Education for Elementary Teachers (2 credits)

Students in Elementary Education must also complete an endorsement area. Endorsements are available in the following areas:

- English as a Second Language (ESL) K-12 (18 credits)
- English/Language Arts K-8 (24 credits)
- Health K-8 (30 credits)
- History K-8 (24 credits)
- Mathematics K-8 (24 credits)
- Pre-K-K (30 credits)
- Reading K-8 (27 credits)
- Science Basic K-8 (24 credits)
- Social Studies K-8 (24 credits)

Students who pursue one or more of the previous endorsements are also eligible to complete an endorsement in the following:

- Coaching K-12 (7 credits)
- Instructional Strategist I (Special Education) K-8 (18 credits)

- Middle School 5-8 (30 credits)

The *Practitioner Preparation Handbook* provides further details regarding program requirements.

Bachelor of Arts in Elementary Education, Non-Licensure Track

The Bachelor of Arts in Elementary Education, Non-Licensure Track, is designed to meet the needs of students desiring a bachelor's degree in elementary education. The Non-Licensure track provides an alternative for students who are not able to complete the clinical components for elementary teaching licensure at the time the degree is being sought. Whether in the field of education or an allied interest area, the student is able to gain knowledge and develop skills that promote critical thinking and decision making while studying the foundations of education and instructional methodology applicable across professions. 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/iaee.

This track does not lead to licensure or certification in Iowa or any other state.

Requirements for Non-Licensure Track

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Education Course Requirements:	36 credits
Minor Course Requirements:	18-27 credits
Internship Requirements:	4-8 credits (cannot replace a failed student teaching session)

Total of 120 credits are required for this track. A total of 30 credits must be earned at the 300-level or higher. A student may complete two internships.

Candidates for this program must formally apply to the College of Education and be accepted before an internship can be arranged. Additional requirements such as background check, finger printing, first aid certification, etc. may be necessary if an internship placement requires it.

Bachelor of Arts in Education

Students who are interested in education, but who do not meet all of the requirements for teaching licensure or are not interested in a teaching license may complete this degree. This program does not lead to licensure or certification in Iowa or any other state. Candidates for completion of this degree must formally apply to the College of Education and be accepted before an internship can be arranged. Additional

requirements such as background checks, first aid certification, etc., may be necessary if an internship placement requires it. 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/iaee.

Program Outcomes

- Understand how students learn;
- Understand how students differ in their approaches to learning;
- Can create and evaluate learning experiences that make subject matter meaningful for students;
- Understands and can use individual and group motivation strategies; and
- Demonstrate effective use of verbal, nonverbal and media communication techniques to foster interaction.

Requirements for the Major

Total minimum credits required:	120 credits
General Education requirements:	49 credits
Education course requirements:	36 credits
AU minor requirements:	18-27 credits
Internship requirements:	4-8 credits
Electives	to total 120 credits

(The internship is optional if 120 credits have previously been completed.)

Bachelor of Arts in Physical Education

The Bachelor of Arts in Physical Education is designed for students who want to teach K-12, elementary, middle, and/or secondary school in the state of Iowa. This degree will also help prepare students who seek careers in wellness, recreation, and coaching. This program will provide both elementary and secondary physical education endorsements. 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/iape.

Program Outcomes

Students in the Physical Education program will be able to:

- Identify physical education content and disciplinary concepts related to the development of a physically educated person;

- Demonstrate how individuals learn and develop by providing opportunities that support their physical, cognitive, social, and emotional development;
- Applies knowledge of how individuals differ in their approaches to learning, by creating appropriate instruction adapted to these differences;
- Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings;
- Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards;
- Use assessment to foster physical, cognitive, social, and emotional development of students in physical activity;
- Evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals) and seek opportunities to grow professionally;
- Use information technology to enhance learning and to enhance personal and professional productivity; and
- Foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Requirements for the Major

Total minimum credits required:	125 credits
General Education Requirements:	49 credits
Major Course Requirements:	47 credits
PE Endorsement:	29 credits
*Coaching endorsement:	2 credits

**A student may add PED 242 Prevention & Care of Athletic Injuries for two credits to complete the coaching endorsement.*

Students will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (47 credits)

- EDU 200 Introduction to Education (Elementary and Secondary) & Field Experience (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundation of American Education (2 credits)
- EDU 270 Principles of Education (Preschool, Elementary, and Secondary) & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 370 Human Relations Skills for Educators (1 credit)
- PSY 104 Child & Adolescent Development (3 credits)
- ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- EDU 325 Specific Methods in Elementary PE (3 credits)
- EDU 326 Practicum in Elementary PE (1 credit)
- EDU 327 Specific Methods in Secondary PE (3 credits)
- EDU 328 Practicum in Secondary PE (1 credit)
- EDU 468 Student Teaching Elementary PE (8 credits)
- EDU 469 Student Teaching Secondary PE (7 credits)
- EDU 458 Student Teaching Seminar (1 credit)

Additional Endorsement Requirements (29 credits)

- PED 104 Personal Health & Wellness (2 credits)
- PED 212 Foundation of Movement & Motor Activities (3 credits)
- BIO 202 Human Biology (4 credits)
- PED 242 Prevention & Care of Athletic Injuries (2 credits)
- PED 217 Individual & Team Sports Skills (3 credits)
- PED 240 Applied Kinesiology & Biomechanics (3 credits)

- PED 335 Curriculum & Administration of Physical Education (3 credits)
- ESE/PED 340 Adapted Physical Education (3 credits)

PED Sport Skills Courses (6 credits)

- Activity: 1 credit each (6 distinct total courses)

Bachelor of Arts in Physical Education, Non-Licensure Track

The Bachelor of Arts in Physical Education, Non-Licensure Track, is designed for students who want to learn about physical education of K-12 students, but who are not interested in seeking licensure or certification to teach in the state of Iowa. This degree will help prepare students who seek careers in wellness, recreation, and coaching. 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/iape.

Requirements for Non-Licensure Track

Total Minimum Credits Required: 120 credits

General Education Requirements: 49 credits

Course Requirements: 36 credits

Minor Course Requirements: 18-27 credits

Internship Requirements: 4-8 credits
(cannot replace a failed student teaching session)

Total of 120 credits are required for this track. A total of 30 credits must be earned at the 300-level or higher. A student may complete two internships.

Candidates for this program must formally apply to the College of Education and be accepted before an internship can be arranged. Additional requirements such as background check, finger printing, first aid certification, etc. may be necessary if an internship placement requires it.

**College of Health, Human Services, and Science:
Bachelor of Arts Degree
Programs and Requirements**

**Bachelor of Arts in
Health Care Administration**

The Bachelor in Health Care Administration is designed to meet the learning needs of health care professionals and others in the acquisition of foundational

knowledge in health-related topics, operations, and applications. The Health Care Administration degree is characterized by an interdisciplinary and integrated learning approach, reflecting the realities of the health care system. Specific curriculum in health administration, regulation and financing, health care planning, health policy, and quality monitoring is provided. 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/iahca.

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

Students in the Health Care Administration program will be able to:

- Analyze the legal and ethical issues of healthcare systems;
- Explore cultural and social-demographic variables influencing the delivery of healthcare services;
- Examine the provision of healthcare services within a regulatory environment;
- Analyze the major financing systems of U.S. healthcare services;
- Analyze the major forces driving change in the healthcare system;
- Assess the major issues confronting community and public health services; and
- Apply the theoretical dimensions of leadership within the health care environment.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	37 credits
Electives:	34 credits

Major Course Requirements (37 credits):

- HCA 281 Accounting Concepts for Health Care Professionals (3 credits)
- BUS 303 Human Resource Management (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)
- HCA 311 Health Care Financing & Information Systems (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
- HCA 459 Senior Project (3 credits) **OR**
HCA 402 Health Care Internship (3-6 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)

Elective Specializations

Students may choose from a variety of optional specializations to supplement their major program. Please see *Specializations* in this section of this *Catalog*.

Bachelor of Arts in Psychology

The Psychology major guides students as they study human behavior and mental processes. This major explores psychology both as an area of scientific investigation and as a health or human services profession. A psychology major is also particularly valuable for students who desire to continue their education through graduate study in psychology. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs. Students majoring in psychology may also seek employment opportunities in business, law, government, health care, and other careers that involve understanding human behavior and providing competent leadership. 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/iapsych.

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

Students in the Psychology program will be able to:

- Analyze human behavior and mental processes;
- Analyze theories of continuing education in psychology and related fields;
- Evaluate theories of personality development;
- Evaluate psychology research methods;
- Demonstrate communication behaviors consistent with the study and practice of psychology; and
- Acquire and use skills and concepts that are fundamental to the ethical application of psychology.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	36-37 credits
Electives:	34-35 credits

Major Course Requirements (36-37 credits)

Psychology Core Requirements (12-13 credits)

- PSY 101 Introduction to Psychology (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
Prerequisite: MAT 117
- PSY 326 Research Methods (3 credits)
Prerequisite: PSY 325
- PSY 497 Psychology Capstone (3 credits) **OR**
PSY 498 Senior Thesis I (2 credits) **AND**
PSY 499 Senior Thesis II (2 credits)

Psychology Core Options (15 credits)

Development and Diversity (6 credits)

Choose two of the following three courses:

- PSY 301 Social Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 333 Psychology of Diversity (3 credits)

Counseling (3 credits)

Choose one of the following two courses:

- PSY 303 Abnormal Psychology (3 credits)
- PSY 330 Theories of Personality (3 credits)

Learning and Cognition (3 credits)

Choose one of the following two courses:

- PSY 331 Psychology of Learning (3 credits)
- PSY 352 Cognitive Psychology (3 credits)

Biopsychology (3 credits)

Choose one of the following two courses:

- PSY 350 Physiological Psychology (3 credits)
- PSY 332 Sensation & Perception (3 credits)

Psychology Electives (9 credits)

Choose three additional upper level (300-level or above) psychology courses.

Counseling Track (21 credits)

- PSY 303 Abnormal Psychology (3 credits)
OR PSY 330 Theories of Personality (3 credits)
Note: One course is required for the Psychology Major. The second course is also required for the Counseling Track.
- PSY 311 Counseling Psychology: Methods of Applied Psychology (3 credits)
- PSY 358 Psychopharmacology (3 credits)
- PSY 335 Tests & Measurements (3 credits)
- PSY 386 Issues & Ethics in Counseling (3 credits)
- PSY 433 Basic Counseling Skills (3 credits)
- PSY 421 Human Services Practicum (3 credits)

College of Health, Human Services, and Science: Bachelor of Science Degree Programs and Requirements

Bachelor of Science in Biology

The Bachelor of Science degree in Biology offers students the opportunity to focus on the study of life forms and processes. Ashford University biology majors are exposed to different areas of biology and

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gain experience in both laboratory and field research. A Biology major is particularly valuable for students preparing for postgraduate study in medicine, physical therapy, and other health-related fields. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate program. Requirements may vary somewhat among different schools and programs. 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/iab.

Program Outcomes

Students in the Biology program will be able to:

- Demonstrate proper experimental and scientific methodologies including laboratory and safety skills;
- Demonstrate critical reading, thinking, and communication skills, using language specific to the sciences;
- Demonstrate a breadth of understanding in the biological sciences for a career in the life sciences;
- Demonstrate critical thinking and reading skills in the analysis of data using appropriate technology to their field; and
- Demonstrate the ability to integrate interdisciplinary knowledge into a personalized emerging body of scientific knowledge.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	36 credits
Track:	27-36 credits
Biology Electives:	0-8 credits

Major Course Requirements (36 credits)

- *BIO 103 Principles of General Biology I (4 credits)
- BIO 105 General Zoology (4 credits)
OR BOT 105 General Botany (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry II (4 credits)
- PHY 201 College Physics I (4 credits)
OR PHY 202 College Physics II (4 credits)
- MAT 227 Pre-Calculus (3 credits)

- MAT 332 Applied Statistics
OR an introductory statistics course (3 credits)
- ENG 328 Scientific and Technical Writing (3 credits)
- BIO 301 Science Seminar (3 credits)
- **BIO 498 Senior Thesis/Project I (2 credits)
- **BIO 499 Senior Thesis/Project II (2 credits)

*BIO 103 may be applied to General Education requirements.

**Students must earn a grade of "C-" or better to fulfill degree requirements.

General Biology Track (29-32 credits):

5 courses with lab (20-22 credits)

3 courses must be 300-level or higher

One course covering the Cellular/Molecular Biology:

- BIO 201 Microbiology (4 credits)
- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics (4 credits)
- BIO 356 Molecular Biology (4 credits)

One course covering Organismal Biology:

- BIO 202 Human Biology (4 credits)
- BIO 205 Human Anatomy and Physiology I (4 credits)

One course covering Environmental Biology:

- BIO 300 Environmental Biology (3 credits)
- BIO 318 Ecology (4 credits)
- BIO 360 Evolutionary Biology (3 credits)

Remaining courses should come from BIO/BOT courses at the 200-level or higher; CHE 301, 302, 318; or MAT 351

Cell and Molecular Biology Track (30-34 credits):

Required Courses:

- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics (4 credits)
- BIO 356 Molecular Biology (4 credits)
- CHE 301 Organic Chemistry I (5 credits)
- CHE 302 Organic Chemistry II (5 credits)
OR CHE 318 Biochemistry (3 credits)

Additional required courses (2 of the following courses required):

- BIO 201 Microbiology (4 credits)
- BIO 350 Immunology (3 credits)
- MAT 351 Calculus I (4 credits)
- MAT 352 Calculus II (4 credits)

One additional course from BIO, BOT, or CHE

Pre-Physical Therapy Track (27-30 credits):

Required Courses (15 credits)

- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- PHY 202 College Physics II (4 credits)
- PSY 303 Abnormal Psychology (3 credits)
OR PSY 304 Lifespan Development (3 credits)

Additional required courses (choose 2 of the following courses):

- BIO 345 Genetics (4 credits)
- BIO 350 Immunology (3 credits)
- BIO 353 Cross-Sectional Anatomy (3 credits)

Choose 2 additional courses from upper-level BIO, BOT, CHE, or MAT

Pre-Professional Health Track (33-36 credits):

Required courses (24 credits)

- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- CHE 301 Organic Chemistry I (5 credits)
- CHE 302 Organic Chemistry II (5 credits)
OR CHE 318 Biochemistry (3 credits)
- PHY 202 College Physics II (4 credits)
- MAT 351 Calculus I (4 credits)

Additional required courses (choose 2 of the following courses):

- BIO 201 Microbiology (4 credits)
- BIO 340 Cell Biology (4 credits)
- BIO 345 Genetics (4 credits)
- BIO 350 Immunology (3 credits)
- BIO 353 Cross-Sectional Anatomy (3 credits)
- MAT 352 Calculus II (4 credits)

Choose 1 course from upper-level BIO, BOT, CHE, or MAT

Environmental Biology/Ecology Track (31-34 credits):

Required Courses:

- BIO 300 Environmental Biology (3 credits)
- BIO 360 Evolutionary Biology (3 credits)
- BIO/BOT 210 Field Techniques Laboratory (4 credits)
- BOT 202 Plant Systematics (4 credits)
- BIO/BOT 318 Ecology (4 credits)
- CHE 308 Environmental Chemistry (4 credits)

Additional courses (3 courses required):

- Any upper-level BIO, BOT, CHE, or MAT course

Bachelor of Science in Computer Science and Mathematics

The Computer Science and Mathematics program has flexibility to allow students to concentrate in computer programming, applied mathematics, or secondary education. Students in this program will develop and strengthen their ability to solve problems creatively and effectively, to reason logically, and to apply computer and mathematical skills while preparing for careers as mathematicians, computer programmers, or secondary education teachers or to prepare for graduate-level work in computer science or mathematics. 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/iacsm.

Program Outcomes

Students in the Computer Science and Mathematics program will be able to:

- Apply concepts such as linear transformations, matrices, bases, and kernels to represent real-life models;
- Apply discrete mathematics concepts to practical applications such as those in computer science;
- Use concepts and tools of differential and integral calculus to solve real-life applications;
- Create and develop software applications using a systemic approach;
- Apply general principles of modern programming languages; and
- Examine emerging computer and software technologies within dynamic environments.

Requirements for the Major

Total Minimum Credits Required: 120 credits

Education Track Minimum Credits for degree 127 credits

General Education Requirements: 49 credits

Common Core: 21 credits

Track: 30-63 credits

Electives: 0-22 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Requirements for the Common Core plus Track (49-80 credits)

Students majoring in Computer Science and Mathematics will successfully complete the Common Core and one of the three following tracks. The number of major credits for the Mathematics track is 49, for the Computer Science track, 51, and for the Education track, 80.

Common Core (21 credits):**Required Major Courses (14 credits):**

- INF 231 Programming Concepts (3 credits)
- MAT 351 Calculus I/Analytic Geometry (4 credits)
- MAT 352 Calculus II/Analytic Geometry (4 credits)
- MAT 320 Discrete Mathematics (3 credits)

Collateral Courses Requirements* (7 credits):

- PHI 103 Informal Logic (3 credits) **OR**
PHI 302 Formal Logic (3 credits)
- PHY 201 College Physics I (4 credits) **OR**
PHY 202 College Physics II (4 credits) **OR**
PHY 105 Introduction to Physical Science (4 credits)

**Note: Collateral courses could also count toward General Education requirements.*

Computer Science Track (30 credits):**Required courses (21 credits):**

- INF 220 IS Principles (3 credits)
- INF 325 Telecommunications & Networking Concepts (3 credits)
- INF 331 IS Programming (3 credits)
- INF 431 Advanced IS Programming (3 credits)

- INF 410 Project Management (3 credits)
- INF 420 Senior Portfolio (3 credits)
- MAT 270 Linear Algebra (3 credits)

Elective credits (9 credits) from the following:

- INF 322 Database Management Systems (3 credits)
- INF 391 IS Seminar I (3 credits)
- INF 392 IS Internship (3 credits)
- MAT 353 Calculus III (4 credits)
- MAT 300 History of Mathematics (3 credits)
- MAT 355 Differential Equations (3 credits)
- MAT 362 Modern Algebra (3 credits)
- MAT 364 Modern Geometries (3 credits)

Mathematics Track (32 credits)**Required courses (26 credits):**

- INF 220 IS Principles (3 credits)
- INF 331 IS Programming (3 credits)
- INF 431 Advanced IS Programming (3 credits)
- MAT 270 Linear Algebra (3 credits)
- MAT 362 Modern Algebra (3 credits)
- MAT 364 Modern Geometry (3 credits)
- MAT 353 Calculus III (4 credits)
- MAT 498 Senior Thesis/Project I (2 credits)
- MAT 499 Senior Thesis/Project II (2 credits)

Elective credit (6 credits) from the following:

- INF 322 Database Management Systems (3 credits)
- INF 325 Telecommunications & Networking Concepts (3 credits)
- INF 391 IS Seminar I (3 credits)
- INF 392 IS Internship (3 credits)
- MAT 355 Differential Equations (3 credits)
- MAT 300 History of Mathematics (3 credits)

Education Track (63 credits):**Required courses (16 credits):**

- MAT 270 Linear Algebra (3 credits) **OR**
MAT 362 Modern Algebra (3 credits)
- MAT 332 Applied Statistics (3 credits)
- MAT 353 Calculus III (4 credits)

- MAT 364 Modern Geometries (3 credits)
- MAT 300 History of Mathematics (3 credits)

Education requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 344 Math Specific Methods (3 credits)
- EDU 345 Practicum Secondary Mathematics (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 481 Student Teaching Mathematics in the Secondary School (5-8) (7 credits) **AND** EDU 482 Student Teaching Mathematics in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavioral Management in the Classroom (3 credits)

In addition to meeting the requirements enumerated previously, students in the education endorsement must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program and successfully complete all other requirements for licensure.

Bachelor of Science in Health Science Administration

The Bachelor of Science degree in Health Science Administration prepares students to seek entry-level positions in a health-related field or to gain admission into a post baccalaureate program in a health-related field. The curriculum gives the individual a firm

foundation in essential biological, chemical, physical, and social sciences, as well as effective management skills that are fundamental to administering allied health programs. Students are encouraged to consult the admissions requirements of prospective graduate schools when planning their undergraduate programs. Requirements may vary somewhat among different schools and programs. 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/iahsa.

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

Students in the Health Science Administration program will be able to:

- Demonstrate proper experimental and scientific methodologies including laboratory and safety skills;
- Demonstrate critical reading, thinking, and communication skill using language specific to their personal goals, and specific to their degree program;
- Demonstrate specific knowledge of material and information appropriate for professionals within their chosen degree;
- Demonstrate critical thinking and reading skills in the analysis of data using appropriate technology to their chosen degree; and
- Demonstrate the ability to integrate interdisciplinary knowledge into a personalized emerging body of scientific knowledge.

Requirements for the Major

Total Minimum Credits Required:	132 credits
General Education Requirements:	49 credits
Major Course Requirements:	47 credits
Administration Requirements:	36-39 credits

Major Course Requirements (47 credits):

- BIO 103 Principles of General Biology I (4 credits)
- BIO 105 General Zoology (4 credits)
- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry II (4 credits)
- PHY 201 College Physics I (4 credits)
- PHY 202 College Physics II (4 credits)
- MAT 227 Pre-Calculus (3 credits)
- MAT 332 Applied Statistics (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits) **OR**
PSY 303 Abnormal Psychology (3 credits)
- SOC 101 Introduction to Sociology (3 credits)

**Administration Requirements
(36-39 credits):**

- HCA 281 Accounting Concepts for Health Care Professionals (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)
- HCA 311 Health Care Finance & Information Systems (3 credits)
- HCA 322 Health Care Ethics & Medical Law (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 421 Health Care Planning & Evaluation (3 credits)
- HCA 402 Health Care Internship (3-6 credits)
OR
HCA 221 Practicum in Health Care (3 credits)

Bachelor of Science in Natural Science

The Bachelor of Science degree in Natural Science offers students an opportunity to tailor their education to their specific career goals within the science area. It provides a basic background in biology and chemistry that can then be expanded upon for students considering health care or research professions. A secondary education teaching endorsement for the state of Iowa, which combines biology and chemistry, may be completed within this degree. 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/iabsns.

For students interested in the secondary education teaching endorsement in the state of Iowa, please review the College of Education Preparation Program and/or Iowa Board of Educational Examiners requirements in this section of the *Catalog*.

Program Outcomes

Students in the Natural Science program will be able to:

- Demonstrate proper experimental and scientific methodologies including laboratory and safety skills;
- Demonstrate critical reading, thinking and communication skills using language specific to the sciences;
- Demonstrate specific knowledge of material and information in the natural sciences for a career in the scientific or health-related fields;
- Demonstrate critical thinking and reading skills in the analysis of data using appropriate technology to their field; and
- Demonstrate the ability to integrate interdisciplinary knowledge into a personalized emerging body of scientific knowledge.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	37 credits
Additional Requirements:	26 credits
Electives:	8 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (37 credits)

- BIO 103 Principles of Biology I (4 credits)
- BIO 105 General Zoology (4 credits) **OR**
BOT 105 General Botany (4 credits)
- BIO 205 Human Anatomy & Physiology I (4 credits)
- BIO 206 Human Anatomy & Physiology II (4 credits)
- CHE 151 General Chemistry I (4 credits)
- CHE 152 General Chemistry I (4 credits)
- One introductory statistics course (3 credits)
- ENG 328 Scientific & Technical Writing (3 credits)
- NAT/BIO 301 Science Seminar (3 credits)
- NAT/BIO 498 Senior Thesis (2 credits)
- NAT/BIO 499 Senior Thesis (2 credits)

Additional Requirements (26 credits)

26 additional credits in BIO, BOT, CHE, PHY, or MAT, numbered 200 or above beyond General Education requirements; three of these courses must be 300-level or above.

Education Endorsements for Bachelor of Science in Natural Science Majors

Endorsements are possible in Biology, Chemistry, Chemistry with Physics option, Bio-Chem combo, or General Science.

Education Major Requirements (47 credits)

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 346 Secondary Education: Science Methods (3 credits)
- EDU 347 Practicum Secondary Science (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)

- EDU 483 Student Teaching Science in the Secondary School (5-8) (7 credits) **AND**
EDU 484 Student Teaching Science in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)

In addition to meeting the requirements enumerated previously, students seeking licensure in the state of Iowa must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program, acceptance into student teaching, and successfully complete all other requirements for Iowa licensure. See *College of Education Student Handbooks*. Additional requirements from the Iowa Department of Education and/or Iowa Board of Educational Examiners may be added at any time.

College of Liberal Arts: Bachelor of Arts Degree Programs and Requirements

Bachelor of Arts in English and Communication

The English and Communication program is designed to provide a framework for developing an understanding of the complex and changing nature of human interaction. Exploring literary works provides insights on social, philosophic, and moral aspects of human interaction; engaging in communication through writing, speaking, and technological media presents resources for building meaningful and productive human relationships. This combination of intellectual inquiry and communication practice, therefore, provides students with fundamental ideas and skills for developing effective human interaction in the workplace and in all aspects of life. 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/iaec.

Special Terms and Conditions: Successful completion of this program by itself does not lead to licensure or certification in any state, regardless of concentration

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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

Students in the English and Communication program will be able to:

- Communicate effectively in written, oral, and non-verbal modalities;
- Utilize appropriate communication skills in a variety of contexts;
- Interpret various literary genres and works in their cultural contexts;
- Demonstrate knowledge of rhetorical, journalistic, and mass media communication techniques;
- Demonstrate adaptability in technological communication;
- Conduct effective independent research; and
- Integrate significant literary ideas and themes into the development of a personal worldview.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Common Core Requirements:	12 credits
Literature/Comm. Track:	24-25 credits
Electives:	34-35 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Students majoring in English and Communication will successfully complete the Common Core and one of the following three tracks.

Common Core Requirements (12 credits)

6 credits (2 courses) in literature surveys:

- ENG 201 American Literature to 1865 (3 credits)
- ENG 202 American Literature After 1865 (3 credits)
- ENG 345 British Literature I (3 credits)

- ENG 346 British Literature II (3 credits)
- ENG 212 African-American Literature (3 credits)
- ENG 217 International Voices (3 credits)

Note: Students in the Secondary Education Concentration will take either ENG 201 or ENG 202, and either ENG 345 or ENG 346.

One Course in composition:

- ENG 325 Intermediate Composition (3 credits)

One Course in linguistics:

- ENG 321 Introductory Linguistics (3 credits)

Literature Track (25 credits)

6 courses (18 credits) in literature courses:

- Must be numbered 300-level or higher.
ENG 318 Creative Writing (3 credits) may be substituted for 3 credits (one course).

One course in research:

- ENG 380 Literary Research (3 credits)

Two courses (4 credits) in thesis:

- ENG 498 Senior Thesis I (2 credits)
- ENG 499 Senior Thesis II (2 credits)

Communications Track (29 credits)

One basic speech course (may also count toward general education requirement):

- SPE 103 Oral Communication (3 credits)

One course in journalism (2 credits):

- JRN 211* News Reporting Lab (2 credits)

**JRN 210 and JRN 310 are both prerequisites to JRN 211.*

Two courses in speech selected from the following:

- SPE 301 Oral Interpretation (3 credits)
- SPE 315 Business & Professional Speaking (3 credits)
- SPE 328 Speech & Civic Leadership (3 credits)

6 credits in communication studies:

- Any course with a COM designation, except COM 480.

3 credits in visual communication:

- ART 103 Two-Dimensional Design (3 credits)
- ART 225 Photography I (3 credits)
- CGD/JRN 217 Survey of Graphic Communication (3 credits)
- CGD/JRN 253 Web Publishing (3 credits)
- CGD/JRN 303 Publication Design (3 credits)
- ENG 225 Introduction to Film (3 credits)

- INF 240 Visual & Verbal Presentations (3 credits)

3 credits in written communication:

- CGD/JRN 240 Media Writing & Editing (3 credits)
- CGD/JRN 318 Public Relations Practices & Professional Writing (3 credits)
- JRN 210 Introduction to Reporting (3 credits)
- JRN 211 News Reporting Lab (up to 3 credits beyond the previous requirement) (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
- ENG/JRN 328 Scientific & Technical Writing (3 credits)
- JRN 310 Editorial & Feature Writing (3 credits)
- ENG 318 Creative Writing (3 credits)

3 credits in communicative contexts:

- BUS 317 Introduction to Advertising (3 credits)
- BUS 340 Business Communications (3 credits)
- BUS 355 Corporate Communication Strategies (3 credits)
- DRA 100 Theater Production (1 credit course; must be taken in three different semesters)
- DRA 201 Acting & Directing (3 credits)
- LIB 311 The Human Quest for Personal Freedom (3 credits)
- LIB 315 The Environment and the Human Spirit (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (3 credits)
- LIB 327 World Music (3 credits)
- LIB 332 Science & Culture (3 credits)
- PSY 311 Counseling Psychology: Methods of Applied Psychology (3 credits)
- PSY 433 Basic Counseling Skills (3 credits)

One capstone course (3 credits):

- COM 480 Communication Capstone (3 credits)

English/Language Arts Track/Endorsement 5-12 (25 credits)

This endorsement is for students intending to teach in middle or high school in the state of Iowa. In addition to meeting the requirements subsequently enumerated, students in this endorsement must also satisfy requirements for admission to the College of Education's Practitioner Preparation Program and

successfully complete all other requirements for licensure.

- EDU 203 Child & Adolescent Literature (3 credits)
- ENG 330 Teaching Literary Genres & Techniques (1 credit)
- ENG 380 Literary Research (3 credits)
- ENG 410 Selected Authors (3 credits)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- SPE 301 Oral Interpretation (3 credits)
- Any two ENG courses 300 level or above

One of the following (3 credits):

- ENG 212/312 African American Literature **OR** ENG 317 International Voices

Please refer to College of Education: Program Information, Practitioner Preparation Program in this section of the Catalog for more information.

Additional Education Requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)
- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 342 English/Language Arts Specific Methods (3 credits)
- EDU 343 Practicum Secondary English/Language Arts (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 477 Student Teaching English in the Secondary School (5-8) (7 credits) **AND** EDU 478 Student Teaching English in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)

- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)

Bachelor of Arts in Liberal Arts

The Bachelor of Arts in Liberal Arts major is designed for students who seek career opportunities in many fields. The Liberal Arts program is designed to provide students with a broad-based liberal arts experience enriching the student's understanding of the physical and social world. The diversity of courses will enable the student to examine major national and global issues, especially those issues related to cultures and their diversity. Liberal studies emphasize literature, philosophy, social science, and analytical and critical thinking skills, all of which prepare students for lifelong learning and social, cultural, and technological change.

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.

Program Outcomes

Students in the Liberal Arts program will be able to:

- Demonstrate appropriate comparative and analytical communication skills across disciplines;
- Develop skills to conduct effective independent research;
- Develop and apply culturally diverse communication skills between and among different groups and individuals in a global environment;
- Apply critical thinking skills in analyzing, environmental, social, and political issues;
- Develop the ability to integrate viewpoints from different disciplines; and
- Analyze the values that influence interactions among people, groups, and nations.

Program Requirements

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Course Requirements:	33 credits
Electives:	38 credits

Students must earn a minimum of 30 upper-division credits. In this program, some courses may simultaneously be applied to major and General Education requirements.

Major Course Requirements (33 credits)

- SOC 315 Cross-Cultural Perspectives (3 credits)
- LIB 316 Historical Contexts & Literature (3 credits)
- PHI 445 Personal & Organizational Ethics (3 credits)
- COM 321 Communication Theory (3 credits)
- COM 360 Advanced Communications in Society (3 credits)
- ENG 325 Intermediate Composition (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)
- LIB 315 The Environment & the Human Spirit (3 credits)
- LIB 332 Science & Culture (3 credits)
- LIB 356 Research Methods for the Humanities (3 credits)
- LIB 495 Capstone – Advanced Research Project (3 credits)

Bachelor of Arts in Social and Criminal Justice

The Social and Criminal Justice major is a unique interdisciplinary program that offers an emphasis in criminal justice through which a perspective for building a more just society is considered. 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/iascj.

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

Students in the Social and Criminal Justice program will be able to:

- Analyze criminal justice issues within the systems of law enforcement, the judiciary, and corrections;
- Evaluate the application of the social justice principles of equality, solidarity, and human rights toward building a just society;
- Apply knowledge of cultural sensitivity and diversity awareness to social and criminal justice;
- Deconstruct the relationship between law enforcement, the judiciary, and corrections;
- Interpret the relationship between social justice and criminal justice; and
- Develop critical perspectives in the study of social and criminal justice by drawing on the fields of criminology, law, philosophy, psychology, science, and sociology.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements: (30 upper division)	36 credits
Electives:	35 credits

Major Course Requirements (36 credits)

Three Courses in Social Justice (9 credits) from the following:

- PHI 107/PHI 307 Philosophy of Human Conduct (3 credits)
- PHI 210/PHI 310 Franciscanism Yesterday & Today (3 credits)
- SOC 120 Introduction to Ethics & Social Responsibility (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 330 Social Justice & Society (3 credits)
- SOC 331 Social Justice & Ethics (3 credits)

Four Courses in Criminal Justice (12 credits)

- CRJ 201 Introduction to Criminal Justice (3 credits)

- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)
- CRJ 420 Criminal Justice Practicum (3 credits)
OR CRJ 422 CRJ Capstone (3 credits)

Five Upper-Level Major Courses (15 credits)

- CRJ 304 Police Operations (3 credits)
- CRJ 305 Crime Prevention (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 308 Psychology of Criminal Behavior (3 credits)
- CRJ 311 Forensics (3 credits)
- CRJ 320 Families & Domestic Violence (3 credits)
- HIS/POL 303 The American Constitution (3 credits)
- LIB 323 Revolution & Terrorism in the Modern World (3 credits)
- PSY 301 Social Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)

Social and Criminal Justice majors must earn a minimum of 30 upper division credits in the major. Credits applied to General Education requirements may be applied to major requirements, but a course may be applied only once to a major requirement.

Please note: CRJ 201 is a prerequisite for CRJ 301, 303, and 305.

Bachelor of Arts in Social Science

The Social Science major offers students an opportunity to focus their studies primarily in psychology, sociology, history, and related social science fields. Optional tracks are available in health and human services management, history, human services, political science, psychology, and sociology. 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/iass.

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

Students in the Social Science program will be able to:

- Evaluate fundamental social science concepts;
- Examine the implications of social and cultural diversity in social interactions;
- Acquire and use a foundation of research skills from the social sciences, including history, psychology, and sociology;
- Examine the relationship of service to social science; and
- Integrate knowledge from the social sciences, including history, psychology, and sociology.

Requirements for the Major

Total Minimum Credits Required:	120 credits
General Education Requirements:	49 credits
Major Requirements:	48 credits
Electives:	23 credits

Students pursuing the Education track will be required to take specific Praxis II tests as determined by the State of Iowa in order to receive licensure.

Major Course Requirements (48 credits):

9 credits in history, including 6 or more credits at the 300-level or higher

9-12 credits in psychology, including 6 or more at the 300-level or higher

9 credits in sociology, including 6 or more credits at the 300-level or higher. (HCA 305 The U.S. Health Care System may be applied to this requirement.)

6 credits in multidisciplinary social science, selected from the following courses:

- HCA 305 The U.S. Health Care System (3 credits)
- LIB 309 Interdisciplinary Topics in the Liberal Arts (INTD) (3 credits)
- LIB 318 Peacemaking: A Study of Conflict Resolution (INTD) (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- LIB 332 Science & Culture (INTD) (3 credits)

- LIB 323 Revolution & Terrorism in the Modern World (INTD) (3 credits)
- LIB 325 The Civil War in American Culture (INTD) (3 credits)

3-6 credits in cross-cultural perspectives:

- ANT 101 Introduction to Cultural Anthropology (3 credits)
- GEO 201/301 Survey of World Regional Geography (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- LIB 316 Literature in Historical Context (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)

3 credits in political science

3 credit Seminar:

- LIB 307 Social Science Seminar (3 credits)

One of the following four courses:

(Students planning to pursue a graduate degree are advised to complete more than one course in this requirement.)

- MAT 332 Applied Statistics (3 credits)
- PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- PSY 335 Tests & Measurements (3 credits)

The Social Science major also requires the completion of a minimum of 36 credits at the 300-level or higher.

Secondary education students pursuing endorsements in American Government, American History, World History, Psychology, and Sociology will also meet the major requirements for the Social Science degree. Endorsement courses may also be used to meet major and General Education requirements.

Additional Education Requirements (47 credits):

- EDU 200 Introduction to Education & Field Experience I (1 credit)
- EDU 215 Educational Psychology (3 credits)
- EDU 250 Foundations of American Education (2 credits)

- EDU 270 Principles of Education & Field Experience II (2 credits)
- EDU 310 Integrating Technology in the Classroom (2 credits)
- EDU 330 General Methods of Secondary Education (3 credits)
- EDU 331 Practicum: Secondary Education (1 credit)
- EDU 348 Secondary Education Social Science Specific Methods (3 credits)
- EDU 349 Practicum Secondary Social Science (1 credit)
- EDU 370 Human Relations Skills for Educators (1 credit)
- EDU 487 Student Teaching Social Science in the Secondary School (5-8) (7 credits) **AND** EDU 488 Student Teaching Social Science in the Secondary School (9-12) (8 credits)
- EDU 458 Student Teaching Seminar (1 credit)
- ERE 312 Reading in Secondary Education Content Areas (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY/ESE 315 Survey of Exceptional Students (3 credits)
- ESE 325 Behavior Management in the Classroom (3 credits)

Political Science Option: Students desiring more depth in political science may apply up to six hours of upper-level POL courses in areas of the major that require more than one course (i.e., the History, Psychology, Sociology, Multidisciplinary, and Cross-Cultural requirements), provided that no more than three hours are applied to any one area. This option may not be applied to course-specific requirements in the tracks offered within the degree.

Note: A single course may apply to only one of the requirement areas in the major. Some courses may also apply to General Education requirements.

Health and Human Services Management Track (63-66 credits)

The Health and Human Services Management track provides an interdisciplinary course of study for students in the social science major. This track provides the educational credentials to seek employment opportunities in management roles entailing the direct supervision of other human service professionals. Students selecting this track are required to complete specific courses including a business course component.

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.

History (9 credits):

- Same requirements as listed under Social Science major.

Psychology (9 credits):

- PSY 101 Introduction to Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits) **OR** PSY 317 Cognitive Functioning in the Elderly (3 credits)
- PSY 301 Social Psychology (3 credits) **OR** PSY 311 Counseling Psychology (3 credits) **OR** PSY 325 Statistics for the Behavioral & Social Sciences (3 credits)

Sociology (9 credits, including 6 or more at the 300-level or higher):

- SOC 101 Introduction to Sociology (3 credits)
- BUS 303 Human Resource Management (3 credits) (course fulfills requirement in place of one 300-level sociology course.)
- SOC 313 Social Implications of Medical Issues (3 credits)

Multidisciplinary Social Science Courses (6 credits):

- SOC 320 Public Policy & Social Services (3 credits)
- LIB 318 Peacemaking: The Study of Conflict Resolution (INTD) (3 credits) **OR** PSY/SOC 309 Special Topic in Human Services (3 credits)

Cross-Cultural Perspectives Courses (6 credits):

- SOC 308 Racial & Ethnic Groups (3 credits) **OR** SOC 315 Cross-Cultural Perspectives (3 credits)

And one of the following courses:

- ANT 101 Introduction to Cultural Anthropology (3 credits)

- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)

Political Science (3 credits):

- POL 201 American National Government (3 credits)

Economics (3 credits):

- HCA 305 The U.S. Health Care System (3 credits)

Methods Course (3 credits):

- HCA 375 Continuous Quality Monitoring Accreditation (3 credits) **OR**
HCA 421 Health Care Planning & Evaluation (3 credits)

Seminar requirements (3 credits) will be satisfied by

- HCA/SOC 340 Managing in Health & Human Services: An Interdisciplinary Approach (3 credits)

Accounting (6 credits):

- HCA 281 Accounting Concepts for Health Professionals (3 credits)
- HCA 311 Health Care Financing & Information Systems (3 credits)

Philosophy (3 credits):

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

Internship/Project (3-6 credits)

- HCA 402 Health Care Internship (3-6 credits) (Must have a GPA in the major of 2.75) **OR**
HCA 459 Senior Project (3 credits)

History Track (21 credits)

The History track provides Social Science majors an opportunity for greater emphasis on history in their major studies and allows them to document a history-based program at the undergraduate level.

History concentrators must meet the general requirements for the Social Science major, as well as the following:

- Either HIS 103 World Civilizations I (3 credits) **OR** HIS 104 World Civilizations II (3 credits)
- Either HIS 205 United States History I (3 credits) **OR** HIS 206 United States History II (3 credits)

- LIB 325 The Civil War in American Culture (INTD) (3 credits)

- 4 upper-level HIS courses (12 credits)

Courses in the track may also apply, where appropriate, to General Education and major requirements.

Human Services Track (57 credits)

The optional track in Human Services gives an applied emphasis to the major. Students selecting the human services track are required to complete specific courses within most of the nine requirement pools in the Social Science major.

History (9 credits):

- Same requirements as listed under Social Science major.

Psychology (9 credits):

- PSY 101 Introduction to Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits) (or equivalent)
- PSY 311 Counseling Psychology: Methods of Applied Psychology (3 credits)

Sociology (9 credits):

- SOC 101 Introduction to Sociology (3 credits)
- SOC 312 Child, Family, & Society (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

Elective Social Science Courses (15 credits):

- PSY 301 Social Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- SOC 330 Social Justice & Society (3 credits)
- SOC 340 Managing Health & Human Services (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
- LIB 318 Peacemaking (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 315 Cross-Cultural Perspectives (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
- SOC 304 Social Gerontology (3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- SOC 305 Crime & Society (3 credits)

Political Science (3 credits):

- POL 201 American National Government (3 credits)

Economics (3 credits):

At least 3 credits in economics or courses specifically related to the economics of providing human services, selected from the following courses:

- ECO 100 Survey of Contemporary Economic Issues (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- HCA 305 The U.S. Health Care System (3 credits)

Methods Course (3 credits):

- MAT 332 Applied Statistics (3 credits)
- PSY 325 Statistics for Behavioral & Social Sciences (3 credits)
- PSY 326 Research Methods (3 credits)
- PSY 335 Tests & Measurements (3 credits)

Seminar and Practicum (6 credits):

- LIB 307 Social Science Seminar (3 credits)
- PSY/SOC 421 Human Service Practicum (3 credits)

Political Science Track (18 credits)

The Political Science Track provides Social Science majors an opportunity for greater emphasis on the study of politics and government in their major studies and allows them to document a political science-based program at the undergraduate level.

Students in the Political Science Track must meet the general requirements for the Social Science major, as well as the following:

Required Courses:

- POL 201 American National Government (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)

3 additional upper division POL courses**Psychology Track (18 credits)**

The Psychology track requires the courses subsequently listed in addition to the other courses required for a Bachelor of Arts in Social Science. Courses listed will be applied to the psychology course requirement of the Social Science major.

Required Courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 304 Lifespan Development (3 credits)
- PSY 497 Psychology Capstone (3 credits)

Three courses selected from the following:

- PSY 301 Social Psychology (3 credits)
- PSY 302 Industrial/Organizational Psychology (3 credits)
- PSY 303 Abnormal Psychology (3 credits)
- PSY 305 Sports Psychology (3 credits)
- PSY 311 Counseling Psychology (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
- PSY 335 Tests & Measurements (3 credits)
- PSY 350 Physiological Psychology (3 credits)

Sociology Track (21 credits)

The Sociology track provides Social Science majors an opportunity for greater emphasis on sociology as part of their major studies and allows them to document a sociology-based program at the undergraduate level. Sociology track students must meet the general requirements for the Social Science major, as well as the following:

- SOC 101 Intro to Sociology (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- 5 upper-level SOC courses (15 credits)

Courses in the track may also apply, where appropriate, to General Education and major requirements.

Minors

To provide students with additional opportunities to broaden and enrich their educations, the University offers a variety of minors. A minor is a program of study that is distinct from or supplements a student's major. A minor may be taken as a way to give a coherent pattern to elective credits, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one's major.

Coursework that is applied toward fulfillment of a minor may count toward elective or General Education requirements, but will not apply toward fulfillment of a track or specialization. Students cannot earn a minor in the same subject area as their major field of study. In addition, students cannot declare or earn two minors that share more than 50% of the same

coursework. Students must declare a minor prior to degree conferral.

Minor/Minor Overlap Exceptions

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

Minor	Minor
Psychology	Art Therapy
Visual Art	Art Therapy

Accounting Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Accounting Principles II (3 credits)
Prerequisite: ACC 205
- ACC 305 Intermediate Accounting I (3 credits)
Prerequisite: ACC 206
- ACC 306 Intermediate Accounting II (3 credits)
Prerequisite: ACC 305
- ACC 310 Cost Accounting I (3 credits)
Prerequisite: ACC 206

Choose one of:

- ACC 311 Cost Accounting II (3 credits)
Prerequisite: ACC 310 and MAT 332
- ACC 380 Non-for-Profit Accounting (3 credits)
Prerequisite: ACC 206
- ACC 401 Federal Income Taxes I (3 credits)
Prerequisite: ACC 205
- ACC 407 Advanced Accounting (3 credits)
Prerequisite: ACC 306 and 310

Advanced Science Minor

(18 credits)

A total of 18 credits in BIO, BOT, CHE, MAT, and PHY courses above general education and competencies is required. At least 9 credits must be upper-level courses. No more than 9 credits may be applied toward both the minor and the major coursework. This minor is restricted to students who have declared a major leading to a Bachelor of Science degree within the College of Health, Human Services, and Science or who have declared and are in the process of completing a minor in one of the natural sciences.

Art Therapy Minor

(36 credits)

Please note: Recommended for Psychology and Social Science majors only. Psychology coursework may be applied to both to the Art Therapy minor and the Psychology or Social Science major requirements. The Art Therapy minor entails 18 credits of coursework when applied outside major requirements for Psychology major.

Psychology courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)
- PSY 304 Lifespan Development (3 credits)
Prerequisite: PSY 101
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent

Choose 6 credits from the following:

- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 330 Theories of Personality (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 311 Counseling Psychology (3 credits)
Prerequisites: PSY 101, and, if a lower-division student, completion of at least 24 hours of course credit with a 2.50 GPA or higher
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 360 Survey of Mental Health (3 credits)
Prerequisites: PSY 325 and PSY 326

Art courses:

- ART 103 Two Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 207 Painting I (3 credits)
Prerequisites: ART 101, ART 103, and ART 105 or permission of the instructor
- ART 350* Advanced Art Seminar (2 credits)
Prerequisite: Junior/Senior standing
- ART 403 Art Therapy Practicum (1 credit)

Choose 3 credits from the following:

- ART 204 Three-Dimensional Design/Sculptor (3 credits)
Prerequisite: ART 101, ART 103, ART 105 or permission of the instructor

- ART 211/311 Ceramics I/II (3 credits)
Prerequisite (ART 311): ART 211

Choose 3 credits from the following:

- ART 215/315 Computer Art I/II (3 credits)
Prerequisite (ART 215): ART 103 or ART 105, or permission of the instructor
Prerequisite (ART 315): ART 215, sophomore standing, or permission of the instructor
- ART 205 Drawing II (3 credits)
Prerequisite: ART 105 or permission of the instructor
- ART 307 Painting II (3 credits)
Prerequisite: ART 101, ART 207, or permission of the instructor

**ART 350 is included to assure that graduates have prepared a portfolio required by AATA for graduate admission to an accredited Art Therapy Master's program.*

Arts Administration Minor

(26 credits)

Required courses:

- ACC 205 Principles of Accounting I (3 credits)
- ART 101 Art Appreciation (3 credits)
- ART 103 Two-Dimensional Design (3 credits)
OR ART 105 Drawing I (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- ENG 315 Business & Professional Writing (3 credits)
Prerequisites: ENG 122 and junior standing or permission of the instructor
- LIB 420* Applied Liberal Arts (3 credits)
Prerequisites: Senior standing and approval of Liberal Arts Committee
- MUS 101 Masterpieces of Music (3 credits)

Additional music requirement:

- MUS 103 AU Concert Choir (1 credit) **OR**
MUS 125 AU Wind Ensemble (1 credit) **OR**
Applied Music Lessons (2 credits).
Prerequisite (MUS 125): Permission of the instructor

Recommended Electives:

- LIB 301 Liberal Arts Seminar
Prerequisite: Junior standing or permission of the instructor

*Internship of 150 hours in institution of the student's main interest.

Biology Minor

(20-22 credits)

- BIO 103 Principles of General Biology I (4 credits)
- BIO 105 General Zoology (4 credits) **OR**
BOT 105 General Botany (4 credits)
- CHE 151 General Chemistry I (4 credits)
Prerequisite: Successful completion of Mathematical competency
- 8-10 credits of additional biology (BIO prefix) courses numbered 200 or higher

Botany Minor

(20-22 credits)

- BIO 103 Principles of General Biology I (4 credits)
- BOT 105 General Botany (4 credits)
- 12-14 credits of additional Botany (BOT prefix) courses numbered 200 or higher.

Business Administration Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- BUS 311 Business Law I (3 credits)
- BUS 330 Principles of Marketing (3 credits)

Choose one of:

- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisites: Critical Thinking competency, and Information Technology competency (recommended)
- ECO 204 Principles of Microeconomics (3 credits)

Business Economics Minor

(18 credits)

Not available in Bachelor of Arts in Business Administration.

- BUS 308 Statistics for Managers (3 credits) **OR**
MAT 332 Applied Statistics (3 credits)
Prerequisite (BUS 308): Mathematical competency

- ECO 203 Principles of Macroeconomics (3 credits)
Prerequisites: Critical Thinking competency, and Information Technology competency (recommended)
- ECO 204 Principles of Microeconomics (3 credits)
Prerequisites (recommended): Critical Thinking competency, Mathematical competency, and Information Technology competency
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Chemistry Minor

(21-22 credits)

Required courses:

- CHE 151 General Chemistry I (4 credits)
Prerequisite: Successful completion of Mathematical competency
- CHE 152 General Chemistry II (4 credits)
Prerequisites: Successful completion of CHE 151 or equivalent and successful completion of Mathematical competency
- CHE 301 Organic Chemistry I (5 credits)
Prerequisite: Successful completion CHE 152 or equivalent and successful completion of Mathematical competency
- CHE 302 Organic Chemistry II (5 credits)
Prerequisite: Successful completion of CHE 301 or equivalent, and successful completion of Mathematical competency (MAT 225 or equivalent)

Choose one additional course of at least 3 credits of CHE 300-level and above.

Child and Adolescent Learning and Development Minor

(24 credits)

Required courses:

Choose 12 credits from the following, including one field-based course at Ashford University:

- ECE 101* Introduction to Early Childhood Education (3 credits)
- ECE 212 Administration of Early Childhood Education Programs (3 credits)

- EDU 200* Introduction to Education (Elementary and Secondary) & Field Experience (1 credit)
Prerequisite: Concurrent enrollment or prior successful completion of PSY 104, a minimum overall grade point average of 2.00, or permission of the course instructor(s) and advisor
- EDU 203 Child & Adolescent Literature (3 credits)
Prerequisites: PSY 104 and sophomore standing
- EDU 215 Educational Psychology (3 credits)
Prerequisite: PSY 104 or permission of the instructor
- EDU 230 Performing and Visual Arts (2 credits)
- EDU 235 Health and Physical Education for Teachers (2 credits)
- EDU 250 Foundations of American Education (2 credits)
Prerequisite: EDU 200, ENG 122, or permission of the instructor
- EDU 270* Principles of Education (Preschool, Elementary, and Secondary) (2 credits)
Prerequisites: Successful completion of PSY 104 and EDU 200, and completion or concurrent enrollment in EDU 250
- ERE 312 Secondary Content Reading (3 credits)
Prerequisites: EDU 270 or concurrent enrollment in EDU 270
- ERE 231 Techniques & Strategies for Corrective Reading (3 credits)
Prerequisites: EDU 215, ERE 230, and EDU 270
- MAT 223 Math for Educators (3 credits)
Prerequisite: EDU 200
- MUS 225 Musical Skills for the Classroom Teacher (2 credits)
Prerequisites: EDU 200, and PSY 104 or PSY 201
- PED 205 Physical Education for the Elementary Teacher (2 credits)
Prerequisites: EDU 200 and PSY 104 or permission of the instructor
- PED 230 Health Education for the Elementary Teacher (2 credits)
Prerequisite: EDU 200 and PSY 104 or permission of the instructor

- PHI 205 Philosophy & Children (3 credits)
- PSY 104 Child & Adolescent Development (3 credits)

*Field-based course

Choose 12 credits from the following:

- EDU 300 Internship in Education (1-8 credits)
or another 300-level course as approved by
the faculty advisor and the Education Division
chair
- EDU 310 Technology in the Classroom
(2 credits)
*Prerequisite: EDU 270 or concurrent
enrollment in EDU 270*
- EDU 370 Human Relation Skills for Educators
(1 credit)
*Prerequisite: Admission into the
Practitioner Preparation Program*
- ESE 315 Survey of Exceptional Students
(3 credits)
- ESE 317 Mild/Moderate Disabilities (3 credits)
Prerequisite: ESE 315
- ESE 325 Behavior Management in the
Classroom (3 credits)
Prerequisite: ESE 315
- SOC 312 Child, Family, & Society (3 credits)

Students must earn a minimum grade of "C-" in PSY 104 and a 2.00 cumulative grade point average in the courses required for the minor.

Computer Graphic Design Minor

(18 credits)

Required courses:

- ART 103 Two-Dimensional Design (3 credits)
- ART 215 Computer Art I (3 credits)
*Prerequisite: ART 103 or ART 105,
or permission of the instructor*
- CGD 217 Survey of Graphic Communications
(3 credits)
*Prerequisite: Information Technology
competency*
- CGD 240 Media Writing & Editing (3 credits)
- CGD 253 Web Publishing (3 credits)
*Prerequisite: Information Technology
competency*
- CGD 303 Publication Design (3 credits)
*Prerequisite: Information Technology
competency*

Computer Science Minor

(22-23 credits)

Required courses:

- INF 231 Programming Concepts (3 credits)
*Prerequisite: INF 103 or permission of
instructor*
- INF 220 IS Principles (3 credits)
*Prerequisite: INF 103 or permission of
instructor*
- INF 331 IS Programming (3 credits)
*Prerequisite: INF 231 and MAT 125 or
higher in math course*
- INF 431 Advanced IS Programming (3 credits)
*Prerequisites: INF 331 and Mathematical
competency*
- MAT 351 Calculus I with Analytic Geometry
(4 credits)
Prerequisite: MAT 227 or equivalent
- MAT 320 Discrete Mathematics (3 credits)
Prerequisite: MAT 225 or MAT 228

Choose one of the following (3-4 credits):

- MAT 352 Calculus II & Analytic Geometry
(4 credits)
Prerequisite: MAT 351
- MAT 270 Linear Algebra (3 credits)
Prerequisite: MAT 225 or MAT 228
- INF 322 Database Management Systems
(3 credits)
*Prerequisites: INF 231 and Mathematical
competency*

Additional degree requirement:

A student may be required to demonstrate competency in programming if previous programming coursework is more than four years prior to enrollment at Ashford University. At least two programming courses, 200-level or above, must be taken at Ashford University.

Criminal Justice Minor

(18 credits)

Required courses:

- CRJ 201 Introduction to Criminal Justice
(3 credits)
- CRJ 301 Juvenile Justice (3 credits)
- CRJ 303 Corrections (3 credits)

Select 3 courses from the following (at least one of which must be a CRJ course):

- CRJ 305 Crime Prevention (3 credits)

- CRJ 311 Forensics (3 credits)
- CRJ 306 Criminal Law & Procedure (3 credits)
- CRJ 320 Families & Domestic Violence (3 credits)
- HIS 303 The American Constitution (3 credits)
- LIB 318 Peacemaking (3 credits)
- PSY 301 Social Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- PSY 303 Abnormal Psychology (3 credits)
Prerequisite: PSY 101 or equivalent
- POL 303 The American Constitution (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)
- SOC 320 Public Policy & Social Services (3 credits)

e-Business Minor

(18 credits)

Required Courses:

- MGT 330 Management for Organizations (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 330 Principles of Marketing (3 credits)
- BUS 352 e-Business (3 credits)
- CGD 218 Visual Literacy in Business (3 credits)
- CGD 253 Web Publishing (3 credits)
Prerequisite: Information Technology competency

English and Communication Minor

(21 credits)

This minor allows students in other majors an opportunity to minor in the English and Communication area. The minor has been consciously structured to allow considerable latitude in selecting courses. This way, students desiring a more literature-based program can pattern the minor accordingly, while those seeking a program emphasizing a more applied approach stressing communication skills can do likewise by taking a different array of courses.

Required courses:

- ENG 325 Intermediate Composition (3 credits)
Prerequisites: ENG 121 and ENG 122 or equivalents

One upper-level speech:

- SPE 301 Oral Interpretation (3 credits) **OR**
SPE 315 Business & Professional Speaking (3 credits).

Prerequisite: SPE 103 or permission of the instructor

15 credits (12 credits at 300-level or higher)

- From any of the courses that satisfy track requirements in the English and Communication major.

English as a Second Language Minor

(18 credits)

- ELL 240 Linguistically & Culturally Diverse Learners (3 credits)
- ELL 242 Understanding & Teaching English Language (3 credits)
- ELL 361 Language Learning in a Global Context (3 credits)
- ELL 420 Testing & Assessment for ELL Students (3 credits)
- ESL 100 Intermediate Grammar (2 credits)
- ESL 106 Intermediate Writing (1 credit)
- ENG 321 Introductory Linguistics (3 credits)

Environmental Studies Minor

(24 credits)

Required courses:

- ENV/BIO 300 Environmental Biology (3 credits)
Prerequisite: An introductory biology course or SCI 207
- ENV/BUS 345 Business & the Environment (3 credits)
- ENV/POL 310 Environmental Policies (3 credits)
Prerequisite: POL 201 or BUS 311
- LIB 301 Divisional Seminar* (3 credits) **OR**
LIB 303 Concentration Seminar (3 credits)
Prerequisite: Junior standing or permission of the instructor
- LIB 315 Environment & the Human Spirit (INTD) (3 credits)
Prerequisite: ENG 122 or equivalent

Choose 9 credits from the following:

- ANT 101 Introduction to Cultural Anthropology (3 credits)

- BIO 201 Microbiology (4 credits)
Prerequisite: Successful completion of BIO 104
- BIO 210/310 Field Techniques Laboratory (4 credits)
Prerequisite (BIO 210): Successful completion of BIO 100 or BIO 103 lab course
Prerequisite (BIO 310): BIO 210
- CHE 301 Organic Chemistry I (5 credits)
Prerequisite: Successful completion of CHE 152 or equivalent and successful completion of Mathematical competency
- ENV/BIO 101 Humanity & the Environment (4 credits)
- ENV/CHE 108 Introductory Environmental Chemistry (4 credits)
- ENV 420 Environmental Internship (3 credits)
Prerequisites: Junior status, approval by a supervising faculty member and a cumulative grade point average of 2.75
- LIB 318 Peacemaking: A Study of Conflict Resolution (INTD) (3 credits)
- LIB 320 Global Socioeconomic Perspectives (INTD) (3 credits)
- MAT 332 Applied Statistics (3 credits)
Prerequisites: INF 103, ENG 122 and either MAT 225 or MAT 228
- PHI 310 Franciscanism Yesterday & Today (3 credits)
- PHY 105 Introduction to Physical Science (4 credits) **OR**
Any 100-level physical science course

*Division Seminars other than the Concentration Seminar must be approved by the Program Chair.

**Special topics must be approved by the Program Chair.

Finance Minor

(18 credits)

Required courses:

- ACC 205 Principles of Accounting I (3 credits)
- BUS 215 Personal Financial Management (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency

- BUS 405 Principles of Investments (3 credits)
Prerequisite: BUS 401
- BUS 430 Finance Seminar (3 credits)
Prerequisite: BUS 405

Health Care Administration Minor

(18 credits)

Required courses:

- HCA 305 U.S. Health Care System (3 credits)
- HCA 340 Managing in Health & Human Services (3 credits)
Prerequisite: HCA 305
- HCA 322 Health Care Ethics & Medical Law (3 credits)
Prerequisite: HCA 305

Select 3 courses from the following:

- HCA 421 Health Care Planning (3 credits)
Prerequisite: Successful completion of the majority of major coursework
- HCA 281 Accounting Concepts for Health Care Professionals (3 credits)
Prerequisites: Successful completion of Mathematical and Information Technology competencies
- HCA 311 Health Care Financing & Information Systems (3 credits)
Prerequisites: HCA 281 and HCA 305
- BUS 303 Human Resource Management (3 credits)
- SOC 313 Social Implications of Medical Issues (3 credits)
Prerequisites: PSY 101 and SOC 101
- HCA 375 Continuous Quality Monitoring & Accreditation (3 credits)
- HCA 415 Community & Public Health (3 credits)
- HCA 430 Special Populations (3 credits)
Prerequisite: Successful completion of the majority of major coursework

History Minor

(18 credits)

- HIS 103 World Civilizations I (3 credits) **OR**
HIS 104 World Civilizations II (3 credits)
- HIS 205 United States History I (3 credits) **OR**
HIS 206 United States History II (3 credits)
- HIS 303 The American Constitution (3 credits)
- HIS 306 Twentieth-Century Europe (3 credits)

Prerequisite: Sophomore standing or permission of the instructor

- HIS 379 The Atlantic World (3 credits)
- HIS 340 Recent American History (3 credits)

*Note: Clinton campus students may substitute other upper-level HIS courses **OR** LIB 325 The Civil War in American Culture (3 credits) for any or all of the upper-level requirements.*

Human Resources Management Minor (18 credits)

- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resources Management (3 credits)
- BUS 370 Organizational Development (3 credits)
Prerequisite: BUS 201 or MGT 330 or HCA 459
- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303

Information Systems Minor (18 credits)

- INF 220 IS Principles (3 credits)
Prerequisite: INF 103 or permission of the instructor
- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103 or permission of the instructor
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231 or permission of the instructor
- INF 410 Project Management (3 credits)

International Management Minor (18 credits)

- ECO 320 International Economics (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 378 International Business Law (3 credits)
- BUS 357 International Business (3 credits)
- BUS 439 International Human Resources Management (3 credits)
- BUS 450 International Finance (3 credits)

Liberal Arts Minor (18 credits)

Required courses:

- One Liberal Arts Seminar (3 credits) (From the following Liberal Arts areas: fine arts, humanities, science, or social science.)
- Two interdisciplinary (LIB) courses (6 credits)
- Three Liberal Arts courses (9 credits) beyond the General Education requirements including at least two upper-division (300+) courses, and courses from at least two Liberal Arts areas (e.g., fine arts, humanities, science, and social science).

Marketing Minor (18 credits)

- BUS 330 Principles of Marketing (3 credits)
- BUS 317 Introduction to Advertising (3 credits)
- BUS 336 Marketing Strategy (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

Mathematics Minor (18 credits)

Required Courses:

- MAT 351 Calculus I with Analytic Geometry (4 credits)
Prerequisite: MAT 227 or equivalent
- MAT 352 Calculus II with Analytic Geometry (4 credits)
Prerequisite: MAT 351
- MAT 353 Calculus III (4 credits)
Prerequisite: MAT 352
- MAT 270 Linear Algebra (3 credits)
Prerequisite: MAT 225 or MAT 228

Choose 3 credits from the following:

- MAT 320 Discrete Mathematics (3 credits)
Prerequisite: MAT 225 or MAT 228
- MAT 300 History of Mathematics (3 credits)
Prerequisites: ENG 122 and either MAT 225 or MAT 228
- MAT 362 Modern Algebras (3 credits)
Prerequisite: MAT 351
- MAT 364 Modern Geometries (3 credits)
Prerequisite: MAT 351

Music Minor

(24 credits)

Required Courses:

- MUS 101 Masterpieces of Music (3 credits)
- MUS 105 Music Theory I (3 credits)
Corequisite: MUS 107
- MUS 106 Music Theory II (3 credits)
Prerequisite: MUS 105. Corequisite: MUS 108
- MUS 107 Ear Training/Sight Singing I (1 credit)
- MUS 108 Ear Training/Sight Singing II (1 credit)
- MUS 250 Conducting I (2 credits)
Prerequisite: Permission of the instructor
- Ensemble: 4 semesters
- Applied Music: 4 semesters

Choose 3 credits from the following:

- MUS 255/355 Music in the United States (3 credits)
- MUS 257 The American Musical Theater (3 credits)
- MUS 350 Music in Western Civilization I (3 credits)
Prerequisite: MUS 101 or permission of the instructor
- MUS 351 Music in Western Civilization II (3 credits)
Prerequisite: MUS 101 or permission of the instructor
- LIB 327 World Music (INTD) (3 credits)

Organizational Leadership Minor

(18 credits)

Required courses (15 credits):

- LIB 125 Contemporary Issues in Leadership (3 credits)
- BUS 250 Corporate & Social Responsibility (3 credits)
- MGT 321 Assessing Leadership Skills (3 credits)
- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 425 Leadership & Motivation (3 credits)

Elective (3 credits):

- SRV 220 Service Learning: Values & Actions (3 credits) **OR**
- BUS 420 Internship (3 credits)

Organizational Management Minor

(18 credits)

Required Courses

- MGT 415 Group Behavior in Organizations (3 credits)
- MGT 435 Organizational Change (3 credits)

One Course in Management

- MGT 330 Management for Organizations (3 credits)

One Course in Leadership

- LIB 125 Contemporary Issues in Organizational Leadership (3 credits)
- MGT 380 Leadership for Organizations (3 credits)

One Course in Human Resources

- BUS 303 Human Resource Management (3 credits)

One Course in Communication

- SPE 315 Business & Professional Speaking (3 credits)
Prerequisite: SPE 103 or permission of the instructor
- ENG 315 Business & Professional Communication (3 credits)
Prerequisites: ENG 122 and junior standing or permission of the instructor
- COM 425 Communication in Organizations (3 credits)

Physical Education Minor

(23 credits)

Required courses:

- PSY 104 Child & Adolescent Development (3 credits)
- PED 104 Personal Health & Wellness (2 credits)
- PED 212 Foundation of Movement & Motor Activities (3 credits)
- ECE 214 Nutrition & Health of Children & Families (3 credits)
- PED 335 Curriculum & Administration of Physical Education (3 credits)
- PED 240 Applied Kinesiology & Biomechanics (3 credits)

Select 1 course from the following:

- PED 217 Individual & Team Sports Skills (3 credits)
- ESE/PED 340 Adapted Physical Education (3 credits)

Select 3 courses from the Strategies courses:

- PED 170 Teaching Baseball Strategies (1 credit)
- PED 171 Teaching Basketball Strategies (1 credit)
- PED 172 Teaching Football Strategies (1 credit)
- PED 173 Teaching Golf Strategies (1 credit)
- PED 174 Teaching Wrestling Strategies (1 credit)
- PED 175 Teaching Soccer Strategies (1 credit)
- PED 176 Teaching Cheerleading Strategies (1 credit)
- PED 177 Teaching Softball Strategies (1 credit)
- PED 178 Teaching Volleyball Strategies (1 credit)
- PED 179 Teaching Track & Field Strategies (1 credit)
- PED 180 Teaching Swimming Strategies (1 credit)
- PED 181 Teaching Tennis Strategies (1 credit)

Political Science and Government Minor

(18 credits)

Please note: Students in the Bachelor of Arts in Social Science pursuing a Political Science/Government track cannot add this minor.

Required Courses:

- POL 201 American National Government (3 credits)
- POL 303 The American Constitution (3 credits)
- POL 310 Environmental Policies (3 credits)
- POL 211 Introduction to Politics (3 credits)
- POL 353 Comparative Politics (3 credits)
- POL 355 International Relations (3 credits)

Note: Clinton campus students may substitute other upper-level POL courses for any of the courses listed previously, except for POL 201.

Psychology Minor

(18 credits)

Required courses:

- PSY 101 Introduction to Psychology (3 credits)
- PSY 325 Statistics for Behavioral & Social Sciences (3 credits)
Prerequisite: MAT 117
- PSY 326 Research Methods (3 credits)
Prerequisite: PSY 325
- Select three (3) additional upper-level (300-level or above) Psychology courses.

Religious Studies Minor

(18 credits)

Required Courses:

- REL 113 Comparative Religions (3 credits)
- REL 114 Comparative Religions II (3 credits)

Choose 12 credits from the following:

- ANT 351 Anthropology of Religion, Magic, & Ritual (3 credits)
- REL 301 Person & Faith (3 credits)
- REL 303 Contemporary Human Problems (3 credits)
- REL 125/325 Christianity (3 credits)
- PHI 310 Franciscanism Yesterday & Today (3 credits)

Social Science Minor

(21 credits)

The Social Science minor provides an opportunity for students in other majors to pattern their electives in such a way as to demonstrate a basic familiarity with the social sciences. This will allow them to present themselves to prospective employers or graduate programs as having pursued a well-rounded undergraduate education and as having a familiarity with disciplines that help to explain the human condition.

Required courses:

- LIB 307 Social Science Seminar: Race Relations in America (3 credits)
- Interdisciplinary (LIB) course from the multidisciplinary Social Science block of the Social Science major.
- Five Social Science courses that include coursework in at least three Social Science disciplines (ANT, ECO, HIS, POL, PSY, SOC). *For purposes of clarification: a course cross-listed under a social science and a non-Social Science discipline (e.g. ENV/POL 310 Environmental Policies) may be counted toward the minor even if formally taken under the non-Social Science pre-fix (i.e., as ENV 310).*

Courses may also apply to General Education requirements, but at least 15 of the 21 credits must be at the 300-level or above.

Sociology Minor

(18 credits)

- SOC 101 Introduction to Sociology (3 credits)
- SOC 203 Social Problems (3 credits)
- SOC 304 Social Gerontology (3 credits)
- SOC 305 Crime & Society (3 credits)
- SOC 308 Racial & Ethnic Groups (3 credits)
- SOC 312 Child, Family & Society (3 credits)

Sports and Recreation Management Minor

(18 credits)

- ACC 205 Principles of Accounting I (3 credits)
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)

- BUS 330 Principles of Marketing (3 credits)
- SRM 401 Sport Finance (3 credits)
Prerequisite: ACC 205
- SRM 410 Contemporary Issues in Sports & Recreation Management (3 credits)

Visual Art Minor

(18 credits)

Required courses:

- ART 101 Art Appreciation (3 credits) **OR**
ART 111/411 Survey of Modern Art (3 credits)
- ART 103 Two-Dimensional Design (3 credits)
- ART 105 Drawing I (3 credits)
- ART 207 Painting I (3 credits)
Prerequisites: ART 101, ART 103, and ART 105 or permission of the instructor

Choose 6 credits from the following:

- ART 204 Three-Dimensional Design/Sculpture (3 credits)
Prerequisite: ART 101, ART 103, ART 105 or permission of the instructor
- ART 205 Drawing II (3 credits)
Prerequisite: ART 105 or permission of the instructor
- ART 211/311 Ceramics I/II (3 credits)
- ART 215/315 Computer Art I/II (3 credits)
Prerequisite: ART 103 or ART 105, or permission of the instructor
- ART 220 Printmaking I (3 credits)
- ART 225 Photography I (3 credits)
Prerequisite: ART 103 or ART 105 or permission of the instructor
- ART 307 Painting II (3 credits)
Prerequisite: ART 101, ART 207, or permission of the instructor
- ART 320 Printmaking II (3 credits)
Prerequisite: ART 220 or permission of the instructor
- ART 325 Photography II (3 credits)
Prerequisite: ART 225 or permission of the instructor
- CGD 217 Survey of Graphic Communications (3 credits)
Prerequisite: Information Technology competency
- CGD 303 Publication Design (3 credits)
Prerequisite: Information Technology competency

Specializations

A specialization is an area of study that supplements select undergraduate majors. Students begin specialization coursework following successful completion of the major capstone. Students must declare a specialization prior to completion of program requirements. A student may not enroll in any undergraduate specialization that has a course overlap with any declared major(s).

Business Economics Specialization

(12 credits)

Available for Bachelor of Arts in Accounting degree program only.

- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- ECO 320 International Economics (3 credits)
- ECO 406 Business Cycles & Growth (3 credits)
Prerequisite: ECO 203

Finance Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Sports and Recreation Management degree programs only.

- BUS 215 Personal Financial Management (3 credits)
- ECO 316 Financial Institutions & Markets (3 credits)
Prerequisite: ECO 100 or ECO 203
- BUS 401 Principles of Finance (3 credits)
Prerequisites: ACC 205 or ACC 208 or ACC 281 and Mathematical competency
- BUS 405 Principles of Investments (3 credits)
Prerequisites: BUS 401

Human Resources Management Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration and Health Care Administration degree programs only.

- BUS 370 Organizational Development (3 credits)

Prerequisite: BUS 201 or MGT 330 or HCA 459

- BUS 372 Employee & Labor Relations (3 credits)
Prerequisite: BUS 303
- BUS 375 Employee Training (3 credits)
Prerequisite: BUS 303
- BUS 434 Compensation & Benefits Management (3 credits)
Prerequisite: BUS 303

Information Systems Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, Public Relations and Marketing and Sports and Recreation Management degree programs only.

- INF 231 Programming Concepts (3 credits)
Prerequisite: INF 103 or permission of instructor
- INF 340 Business Systems Analysis (3 credits)
Prerequisite: Information Technology competency
- INF 322 Database Management Systems (3 credits)
Prerequisite: INF 231 and Mathematical competency
- INF 325 Telecommunications & Networking Concepts (3 credits)
Prerequisite: INF 231 or permission of the instructor

International Management Specialization

(12 credits)

Available in Bachelor of Arts in Accounting, Business Administration, Health Care Administration, and Public Relations and Marketing degree programs only.

- ECO 320 International Economics (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 357 International Business (3 credits)
- BUS 450 International Finance (3 credits)

Long-Term Care Specialization

(12 credits)

Available in Bachelor of Arts in Health Care Administration degree program only.

CLINTON CAMPUS PROGRAMS

- SOC 304 Social Gerontology (3 credits)
- PSY 317 Cognitive Functioning in the Elderly (3 credits)
Prerequisite: PSY 101 or equivalent
- HCA 442 Contemporary Issues in Aging (3 credits)
- HCA 444 Long-Term Care: The Consumer Perspective (3 credits)

Marketing Specialization

(12 credits)

Available in Bachelor of Arts in Business Administration and Sports and Recreation Management degree programs only.

- BUS 317 Introduction to Advertising (3 credits)
- BUS 339 Marketing Research (3 credits)
- BUS 343 International Marketing (3 credits)
- BUS 350 Consumer Behavior (3 credits)

SECTION SEVEN

ONLINE UNDERGRADUATE PROGRAMS

Ashford University offers online undergraduate programs which are administered by the academic colleges and the Forbes School of Business at Ashford University. These programs serve adult and distance learners seeking Associate's and Bachelor's degrees from Ashford University.

Grounded in the principles of adult learning and established to address the unique needs of mature and distance learners, Ashford University recognizes the aspirations and qualities of self-directedness and serious motivation that broadly characterize working adults who seek college degrees. Programs offered through the online modality, therefore, provide diverse and alternative ways for such individuals to earn and accumulate credits to be used in completing baccalaureate degrees.

Besides offering online courses that are accelerated and conveniently scheduled, Ashford University administers assessment activities to determine college-level credit that adult learners may have already achieved. Alternative sources of credit at the undergraduate level may include credit for experiential learning, military training, sponsored professional training, advanced placement, national testing programs, and national credit recommendations. For more information about on-time completion rates, the median loan debt of students who completed each program shown below, and other important information, please visit www.ashford.edu/pd.

Online Undergraduate Programs

Forbes School of Business

Bachelor of Arts

- Accounting
- Business Administration
- Business Economics
- Business Information Systems
- Business Leadership
- Consumer and Family Financial Services
- eMarketing
- Entrepreneurship
- Finance
- Human Resources Management
- International Business
- Operations Management and Analysis
- Organizational Management

ASH2400

- Project Management
- Public Administration
- Public Relations and Marketing
- Real Estate Studies
- Service Management
 - Hospitality Enterprise Specialization
 - Mass Market Retail Enterprise Management Specialization
 - Non-Profit Enterprise Specialization
 - Restaurant Enterprise Management Specialization
- Sports and Recreation Management
- Supply Chain Management

College of Education

Associate of Arts

- Early Childhood Education

Bachelor of Arts

- Child Development
- Cognitive Studies
- Early Childhood Education
- Early Childhood Education Administration
- Education Studies
- English Language Learner Studies
- Instructional Design
- Library Science and Media

College of Health, Human Services, and Science

Bachelor of Arts

- Applied Behavioral Science
- Complementary and Alternative Health
- Gerontology
- Health and Human Services
- Health and Wellness
- Health Care Administration
- Health Education
- Psychology

Bachelor of Science

- Health Information Management

College of Liberal Arts

Associate of Arts

- Military Studies

Bachelor of Arts

- Applied Linguistics
- Communication Studies
- Cultural Anthropology
- English
- Environmental Studies
- History
- Homeland Security and Emergency Management
- Journalism and Mass Communication
- Law Enforcement Administration
- Liberal Arts
- Military Studies
- Political Science and Government
- Social and Criminal Justice
- Social Science
- Sociology

Admission Policies and Procedures for Online Associate of Arts Degree Programs

Conditional Admission Requirements

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

1. Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - a. Has earned a minimum of 30 transferable credits* as defined by Ashford University transfer credit policies;
 - b. Has earned an Associate's degree or higher* from a regionally or approved nationally accredited institution;
- c. Is seeking readmission to Ashford University after withdrawal from a degree program; or,
- d. Is a current degree-seeking student at Ashford University requesting to change majors.

**If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.*

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 will not be considered for admission under any circumstance.

2. Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.*
 - a. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
 - b. Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.
 - c. If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*.
4. Have the ability to study in English indicated by one of the following**:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;***
 - b. Received a GED that was taken in English;***
 - c. A minimum of 30 transferable credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or

- d. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

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

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

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

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.

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

Failing to meet Basic Academic Requirements (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements (BAR) are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

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

Ashford University reserves the right to deny admission or re-admission to any applicant. Ashford University does not admit students based on an "ability-to-benefit" test. Ashford University recognizes the importance of protecting student privacy and

reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

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

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

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

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and

- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Additional Conditional Admission Requirements for Applicants with International Academic Credentials

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

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
 - a. Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by Ashford University transfer credit policies; or
 - b. A record of having achieved the equivalency of a United States high school diploma.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:

Educational Credentials Evaluators, Inc. (ECE);

OR

World Education Services (WES).

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

Provisional Admission Requirements

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

1. Successfully complete Student Success Orientation;
2. Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and
3. Attend Week 4 of their first course.

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

Full Admission Requirements

The following provisions must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined. Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to Ashford University at such time that all requirements for full admission have been met.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds which were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, provisional and/or full admission will be rescinded and the student will be withdrawn from the University.

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

1. Submission of official transcripts from all postsecondary education previously attempted or a signed *Authorization to Close* form for any official transcripts the student is unable to provide. Postsecondary education includes all of the following:
 - a. College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended (The Ashford University Registrar's Office staff will manage the request of college transcripts using the student's signed *Transcript Request* form);
 - b. Military credits evaluated for equivalency to college credits (The Ashford University

Registrar's Office staff will manage the request of military transcripts using the student's signed *Transcript Request* form); and,

- c. Official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction the students intends to have evaluated for applicability to Ashford University program requirements (must be requested by the student).
2. Official TOEFL or IELTS scores, if required for admission.
 - a. Students who meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
3. Undergraduate degree-seeking transfer students must provide official documentation of an undergraduate cumulative grade point average (CGPA) of 2.0 in all combined undergraduate coursework attempted at regionally or approved nationally accredited colleges/ universities since high school, or he or she is admitted on Academic Watch. Any student who signs an *Authorization to Close* form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch as well due to failure to provide confirmation of a cumulative grade point average of 2.0 or higher. Students on Academic Watch are required to have achieved a cumulative GPA of 2.00 and successfully complete 67% of credits attempted at the conclusion of the first Satisfactory Academic Progress increment. Students who have not met the requirements at the conclusion of the Academic Watch period will be dismissed from the University. Please refer to the Satisfactory Academic Progress (SAP) Requirements in this section to review all related satisfactory academic progress guidelines.

Note: Students who were provisionally admitted with completion of a two-year program from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Graduates of an Ashford University undergraduate degree program who subsequently enroll in another undergraduate degree program will not be placed on Academic Watch. Students who change programs in the same degree level who have successfully completed one (1) SAP increment and are in good academic standing with the University will not be placed on Academic Watch.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal to the University Registrar for re-admission. Appeals are evaluated by a committee comprised of the University Registrar or designee, and a representative from Academic Affairs. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- A plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied re-admission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined above and the student must present compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Note: See the Satisfactory Academic Progress Requirements in this section to review all related Satisfactory Academic Progress guidelines.

Additional Full Admission Requirements for Applicants with International Academic Credentials

In addition to the requirements for full admission outlined in the admission policy for Associate of Arts programs in the online modality, applicants relying on academic credentials earned outside the United States

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

Additional Full Admission Requirements for Residents of Mississippi and Tennessee
Mississippi and Tennessee residents must submit proof of graduation from high school in one of the following forms:

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

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

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

Admission Policies and Procedures for Online Bachelor's Degree Programs

Conditional Admission Requirements
Applicants seeking admission to an online Bachelor's degree program must meet the following admission requirements prior to the start of the first course at Ashford University:

1. Be 22 years of age or older or be exempt from this requirement by meeting one of the following criteria:
 - a. Has earned a minimum of 30 transferable

credits* as defined by Ashford University transfer credit policies;

- b. Has earned an Associate's degree or higher* from a regionally or approved nationally accredited institution;
- c. Is seeking readmission to Ashford University after withdrawal from a degree program; or
- d. Is a current degree-seeking student at Ashford University requesting to change majors.

**If satisfying the Under 22 exemption with 30 transferable credits or an Associate's degree or higher, unofficial transcripts must be submitted with the Application for Admissions.*

Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 will not be considered for admission under any circumstance.

- 2. Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.**

- a. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.

- b. Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.

- c. If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.

- 3. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations,

hardware, and software outlined in this *Catalog*.

- 4. Have the ability to study in English indicated by one of the following***:

- a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;

- b. Received a GED that was taken in English^;

- c. A minimum of 30 transferable credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or

- d. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

**If satisfying the Under 22 exemption with an earned Associate's degree, unofficial transcripts must be submitted with the Application for Admissions, and official transcripts must also be received.*

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

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

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

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the Ashford Promise, are allowed a second period of conditional admission in order to be provisionally or fully admitted.

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

Failing to meet Basic Academic Requirements (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements (BAR) are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

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

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

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

Appeal Procedure for a 3rd Consecutive Conditional Admission Period or Ashford Promise

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

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the Ashford University Admission Appeals Committee reviews the appeals

and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@ashford.edu and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at Ashford University.

Appeal decisions will be communicated from the Registrar's office to the student via email.

Additional Conditional Admission Requirements for Applicants with International Academic Credentials

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

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

2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:

Educational Credentials Evaluators, Inc. (ECE);

OR

World Education Services (WES).

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

Provisional Admission Requirements

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

1. Students who indicate that they have zero (0) traditional college-level transferable credits at the time of application are required to successfully complete Student Success Orientation;
2. Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and,
3. Attend Week 4 of their first course.

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

Full Admission Requirements

The following requirements must be met prior to the conclusion of the fourth (4th) attempted Ashford University course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined. Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to Ashford University at such time that all requirements for full admission have been met.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds which were consequently returned by the University.

If at any time it is determined that the student does

not meet admission requirements outlined for the program as indicated on the application for admission, provisional and/or full admission will be rescinded and the student will be withdrawn from the university.

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

1. Submission of official transcripts from all postsecondary education previously attempted or a signed *Authorization to Close* form for any official transcripts the student is unable to provide. Postsecondary education includes all of the following:
 - a. College or university transcripts from any regionally or approved nationally accredited postsecondary educational institution attended (The Ashford University Registrar's Office staff will manage the request of college transcripts using the student's signed *Transcript Request* form.);
 - b. Military credits evaluated for equivalency to college credits (The Ashford University Registrar's Office staff will manage the request of military transcripts using the student's signed *Transcript Request* form.); and,
 - c. Official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction the students intends to have evaluated for applicability to Ashford University program requirements (must be requested by the student).
2. Official TOEFL or IELTS scores, if required for admission.
 - a. Students that meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
3. Undergraduate degree-seeking transfer students must provide official documentation of an undergraduate cumulative grade point average (CGPA) of 2.0 in all combined undergraduate coursework attempted at regionally or approved nationally accredited colleges/ universities since high school, or he or she is admitted on Academic Watch. Any student who signs an *Authorization to Close* form, thereby waiving potential transfer credits from previously attended schools, is admitted on Academic Watch as well due to failure to provide confirmation of a cumulative grade point average of 2.0 or higher. Students on Academic

Watch are required to have achieved a cumulative GPA of 2.00 and successfully complete 67% of credits attempted at the conclusion of the first Satisfactory Academic Progress increment. Students who have not met the requirements at the conclusion of the Academic Watch period will be dismissed from the University. Please refer to the Satisfactory Academic Progress (SAP) Requirements in this section to review all related satisfactory academic progress guidelines.

Note: Students who were provisionally admitted with completion of a two-year program from an appropriately accredited postsecondary institution as defined by Ashford University transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Graduates of an Ashford University undergraduate degree program who subsequently enroll in another undergraduate degree program will not be placed on Academic Watch. Students who change programs in the same degree level who have successfully completed one (1) SAP increment and are in good academic standing with the University will not be placed on Academic Watch.

Additional Full Admission Requirements for Applicants with International Academic Credentials

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

Additional Full Admission Requirements for Residents of Mississippi and Tennessee
Mississippi and Tennessee residents must submit proof of graduation from high school in one of the following forms:

- Official high school transcript indicating graduation;
- Notation on transcript from another college indicating graduation from high school for transfer students; or

- Official documentation of earned GED.

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

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

Student Success Orientation

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

Students will be instructed on Ashford University policies and the learner resources that are available to them through interactive videos and assessments. Students enrolled in orientation must successfully complete all assigned activities. Students must successfully complete orientation prior to commencing any credit-bearing coursework at Ashford University, if required. Students who have successfully completed online coursework at Ashford University are exempt from the orientation requirement.

Non-Degree Seeking Student General Admission Requirements

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

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

1. Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED, or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as

defined by state law, or earned an equivalent to a US high school diploma at an international high school.

- a. An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Ashford University.
 - b. Qualified applicants will self-certify as to their high school education on the application for admission. Ashford University may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.
 - c. If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Ashford University transfer credit policies, may be admitted.
2. Be 18 years of age or older.
- Due to the accelerated, adult-learner focus of the academic programs offered in the online modality, applicants under the age of 18 will not be considered for admission under any circumstance.
3. Submit an official or unofficial transcript from the regionally accredited or approved nationally accredited institution showing proof of credit awarded for any required prerequisite coursework.
 4. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this *Catalog*; and,
 5. Have the ability to study in English indicated by one of the following:
 - a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
 - b. Received a GED that was taken in English;
 - c. A minimum of 30 credits have been earned from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or,
 - d. Test of English as a Foreign Language (TOEFL)

or International English Language Testing System (IELTS) examination taken within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official or unofficial scores must be submitted prior to enrolling in coursework as a non-degree seeking student.

Academic Policies and Procedures

Note: The following policies and procedures apply to all online undergraduate programs. Please refer to additional program-specific policies and procedures later in this section.

Academic Calendar

The academic calendar in online undergraduate degree programs is continuous (also known as non-term), rather than defined by semesters. In continuously enrolled programs, students typically take one course at a time and move to the next course in the program sequence without a break. Opportunities to enroll in the online programs and begin a course sequence in an undergraduate degree program are available most every week. Most courses are offered in an accelerated, five-week format.

There is an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2015-2016 occurs from December 22, 2015 to January 4, 2016.

Technology Requirements

It is our intent to assist students and to prepare them for their coursework at Ashford University. Therefore, technology competencies and requirements have been established. These requirements are in effect for all Ashford University applicants and existing students and may be updated at any time.

Competencies

Students must meet the following competencies:

- Ability to access course and program material on the Internet;
- Ability to correspond with University staff, students, and faculty using email and the Internet; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

System Requirements

The following minimum system configuration and software are required:

- Platforms: Mac OS X 10.2 or higher or Windows XP or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, and Excel 2003 or higher; Adobe Reader 8.0 or higher; Adobe Flash 10 or higher (Constellation users);
- Web Browser: Firefox 3.0 or higher, Internet Explorer 9.0 or higher, Safari 3.0 or higher, or Chrome;
- Networking: 56k dialup modem, DSL, or Cable modem;
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

The following are recommended for optimal performance:

- Productivity Software: Microsoft Word, PowerPoint, and Excel 2007 or higher;
- Networking: Broadband internet connection (DSL, Cable, or other).
- Constellation users: Windows Media Player 7.0 or higher, sound card and speakers.

Additional System Requirements for Use of Ebooks

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

- Platforms: Mac OS X 10.4 or higher, Windows XP with service pack 2 or higher, or Vista;
- Hardware: 512 Mb RAM, CD-ROM, 1 GHz processor, and 1 Gb free disk space; 1024x768 screen resolution or larger.

Please note certain courses may require the use of additional internet connectivity requirements, software, and/or hardware, such as a microphone and/or webcam to record sound or video files. Additionally certain courses may require use of third party websites. The University is not responsible for the practices of any third party websites. If a student has serious objections to using a third party website, he or she can request an alternative method of completing an assignment from the instructor of the course. If a student chooses to withhold the disclosure of Directory Information, no Directory Information will be released by Ashford University to non-university personnel, unless the disclosure meets exception criteria as outlined in the

Student Rights and Responsibilities section of this Catalog. However, a student may still be required to make certain disclosures as part of coursework.

English Proficiency

All students enrolled in an undergraduate degree program must satisfy English Proficiency within the first 15 successfully completed credits through one of the following options:

- A passing score on the Ashford University English Proficiency exam (credit not awarded). Students are allowed two attempts and are only allotted one week (a total of 7 days) to submit both attempts from the time the exam is first made available to the student. Students who make no attempts in the initial allotted 7 day period must satisfy the proficiency through an alternative option;
- A grade of "C-" or better in a designated Ashford University English course (ENG 121 or ENG 122);
- A passing score on a designated National Testing Program exam completed within five (5) years from date of application; or
- A grade of "C-" or better in a comparable course from a regionally accredited or approved nationally accredited institution completed within five (5) years prior to the date of application.

Note: Due to the nature of the Ashford University curriculum, ENG 121 and ENG 122 are not considered duplicative of transfer courses. Students who have completed comparable or more advanced English courses but who have not satisfied English Proficiency through one of the previous options will have the credits applied toward Communication I, II, or Electives credit deficiencies. Students who have successfully completed an Ashford upper division course in their major that demonstrates advanced writing skills (as determined by the Academic Program Chair) may request that the course satisfy their English Proficiency requirement.

Program Enrollment and Cancellation

Initial enrollment in courses offered in the online modality is arranged through a University Enrollment Services Advisor. New online students should contact an Enrollment Services Advisor or University Advisor to register. It is the student's responsibility to officially register for the program course of study. To ensure that students are successful at navigating inside of the classroom to become familiar with all resources available to them at Ashford University, newly enrolled students may participate in a live webinar