



# ASHWORTH COLLEGE

Ashworth College

Degree Catalog

2025

January 1 – December 31

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~ IMPORTANT ~

This catalog is to be read by all Ashworth College students per student's enrollment agreement.

**Important Note:** For students enrolled in any of the programs below, it is important that you also read the information that is specific to your program in the applicable Student Handbooks at the end of this catalog.

Military (TEM) Student Handbook  
Veterinary Technician Student Handbook

*Ashworth College 2025 Catalog*

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*Purpose: The Catalog is the official document for all academic policies, practices, and program requirements. The general academic policies and policies govern the academic standards and accreditation requirements to maintain matriculated status and to qualify for a degree, diploma, or undergraduate certificate.*

*Ashworth has adopted a 'grandfather clause' policy such that students have a right to complete their academic programs under the degree requirements that existed at the time of their enrollment, to the extent that curriculum offerings make that possible. If program changes are made that effect student programs of study, every effort will be made to transition students into a new program of study that meets new graduation requirements. Students proceeding under revised academic policies must comply with all requirements under the changed program.*

*Reservation of Rights: Ashworth College reserves the right to make changes to the provisions of this catalog and its rules and procedures at any time, with or without notice, subject to licensing requirements. This catalog is not a contract but merely a general outline of the programs being operated presently by the school. Certain policies may be grandfathered in at the time of enrollment and other revised policies supersede prior policies.*

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*This catalog is available on institution's website, and prospective students are not required to provide any personal contact information for access or download.*

# Introduction

## Message

Greetings,

Welcome to Ashworth College. Since 1987, we have been setting new standards of excellence in education and providing education "on your terms."

Today we are a respected, worldwide leader in self-guided distance learning. We bring the finest, most comprehensive instruction, in the most flexible way possible. Ashworth also offers a broader array of study options than other online schools by providing more career-focused instruction and support, greater accessibility to teachers and academic advisors, more opportunities to connect with other students, more affordable tuition, and easier payment plans. Overall, you can look forward to a first-class educational experience that meets your highest expectations.

It takes discipline to complete a degree or certificate program as a distance education student. For more than 25 years, Ashworth has been educating busy people like you. In fact, hundreds of thousands of students have entrusted us to help them achieve a better life. Stay focused and set a specific time to study on a regular basis and you will be able to achieve your desired degree or certificate.

Your courses have been carefully prepared, using the finest textbooks and eBooks available. The faculty and staff at Ashworth College are exceptional in their fields and in developing and supporting distance learning programs.

Please read this catalog carefully. It provides helpful study guidance and information on our policies and programs.

As a reminder we must receive proof of completion of your high school education (see page 25 for additional information). We will also need your official college transcripts if you plan to transfer any credits. Please act as soon as possible so you can continue to study uninterrupted.

Let Ashworth College help you study smarter, advance faster, and reach your goals. Here's to your new life!

Cordially,



Kermit Cook  
Chief Executive Officer  
Ashworth College

## History

Since its founding in 1987, the Professional Career Development Institute ("PCDI") has developed a large selection of distance-learning programs. The PCDI started as a career school that offered one career course. Early programs focused on vocational and avocational education pathways for students, with the school exceeding 50 career diploma programs today.

James Madison High School ("JMHS") was established in 1996 to assist students, who needed a flexible approach to earning a high school diploma. JMHS offers the curriculum needed for students to complete one to four years of high school, ultimately leading to a high school diploma.

In 2000, the PCDI established Ashworth College to offer associate degree programs; in 2004 it offered master's degree programs; and in 2007, it offered bachelor's degree programs.

In 2004, the PCDI purchased the Distance Education Company ("DEC"), which operated both the New York Institute of Photography and the New York Institute of Art and Design (formerly Sheffield School). In 2017, the DEC opened the New York Institute of Career Development

The PCDI Canada division began in 2005. This division offers Ashworth career diploma programs and the JMHS general diploma program to Canadian students.

In 2007, all schools under PCDI merged under the Ashworth College umbrella. Today, the College offers 2 high school programs, 16 career certificates, 54 career diplomas, 14 undergraduate certificates, 15 associate degrees, and 9 bachelor's degrees.

All Ashworth course and program offerings are accredited by the Distance Education Accrediting Commission ("DEAC"). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency. The DEAC is also recognized by the Council for Higher Education Accreditation or CHEA. In addition, James Madison High School is accredited by Cognia.

Students can begin their high school education at JMHS and continue to pursue their career and college aspirations through flexible, affordable, and accredited distance education programs all through Ashworth College.



## Legal Governance

Education Holdings 1, LLC owns and operates Ashworth College.

PCDI Canada offers Ashworth's career and high school programs in Canada.

- 1 Hunter Street East, Suite G100 Hamilton, ON L8N 3W1

The Program Advisory Council is comprised of the following members:

| <b>Program Advisory Council (PAC)</b> |                               |  |
|---------------------------------------|-------------------------------|--|
| <b>Subject Area</b>                   | <b>Name</b>                   | <b>Title</b>   |
| Allied Health                         | Regina Forbes                 | Pearson, Sales Director, Private Sector                                      |
| Allied Health                         | Ellie Halibozek               | Medical Billing and Coding Curriculum Developer                              |
| Allied Health - Chair                 | R. Michael Schafer            | President, EdPartners, LLC. Former ABHES Commissioner                        |
| Allied Health                         | Carole Schanel                | Educator and Program Director (Retired). Former ABHES Commissioner           |
| Allied Health                         | Dr. Jill Buban                | Vice President, Digital Strategy and Online Education, Fairfield University  |
| Allied Health                         | John Kishel                   | Medical Program Director, McCann School of Business                          |
| Allied Health                         | Dr. Linda Joanna Thomas-Hemak | CEO, The Wright Center for Community Health and Graduate Medical Education   |
| Allied Health                         | Darlisa White                 | Instructor, Health and Public Services, Joliet Junior college                |
| Allied Health                         | Tahitia Thomas, CCMA          | Lead Certified Clinical Medical Assistant, Alabama Regional Medical Services |
| Art and Design                        | Cayla Hickman                 | Graphic Designer, CH Graphics; Creative Manager, NC UPC                      |
| Art and Design                        | Mark Ramel                    | Co-founder & Creative Director, Armchair Studio                              |
| Art and Design                        | Barbara DiLorenzo             | Owner & Designer, Wavepaint Design   |

|          |                      |  |
|----------|----------------------|--|
| Business | Lucy Alvarez         | Retired Executive Chef   |
| Business | Blanche Barfield     | Ashworth Graduate, Travel Agent Program  |
| Business | Dr. Michael Hillyard | Consultant, Accreditation and Higher Education Strategy                              |
| Business | Sue Jenkins          | Assistant Professor of Art, Marywood University; Creative Director, Luckychair.com   |
| Business | Hilton Joseph        | Co-Owner and Manager, Cuban/Spanish Themed Restaurant                                |
| Business | Scott Katz           | Group Vice President, Learning Solutions, SunTrust Banks                             |
| Business | YuQuan Holloway      | Principal, Holloway Consulting Group, LLC  |
| Business | Christina Mathews    | Catering Sales Manager, Atlanta Marriott Peachtree Corners                           |
| Business | Dawn Taccone         | ServSafe Instructor, California State University Pomonca and Wedding Planner/Caterer |
| Business | Daniel Taccone       | Sr. eCommerce Manager, Hilton Hotels   |

|                                |             |  |
|--------------------------------|-------------|--|
| Criminal Justice/Legal Studies | Paul Andrew | Partner, Andrew, Merritt, Reilly & Smith, LLP    |
| Criminal Justice/Legal Studies | Ed Johnson  | Human Resources Manager, City of Duluth, Georgia |
| Criminal Justice/Legal Studies | Lori Raupe  | CEO, Lori Raupe Enterprises                      |
| Criminal Justice/Legal Studies | Kyle Sokol  | Senior Enterprise Risk Investigator, PSCU        |

|                           |                   |   |
|---------------------------|-------------------|---|
| Early Childhood Education | Patricia Neal     | First Grade Teacher, ESOL Teacher K-5, Chesnut Elementary   |
| Early Childhood Education | Chermain Tolbert  | Assistant Director, Bright Horizons   |
| Early Childhood Education | Dr. Linda Travers | Early Care and Education Specialist, Quality Care for Children and Adjunct Teacher, ECE, Georgia Piedmont Technical College |
| Early Childhood Education | Veronica Williams | Principal, Chesnut Elementary School  |



|                               |                 |  |
|-------------------------------|-----------------|--|
| General Ed/Psychology         | Marta Anderton  | English Department Chair, JMHS                                 |
| General Ed/Psychology - Chair | Megan Bowen     | Principal, James Madison High School                           |
| General Ed/Psychology         | Thayne Conrad   | Enterprise Account Manager, McGraw-Hill Education              |
| General Ed/Psychology         | Lauren Finnegan | Educator and Doctoral Intern in Psychology, Rutgers University |
| General Ed/Psychology         | Larryssa Harris | Assistant Principal for Assessments, Dunwoody High School      |
| General Ed/Psychology         | Shannon McGurk  | Director, Distance Learning, Carolina Biological Supply Co.    |

|            |                 |   |
|------------|-----------------|---|
| Technology | Michael Induni  | General Manager, Atlanta Flooring Design Centers, Charlotte, NC |
| Technology | John McSwain    | Founder/CEO, base10 Software                                    |
| Technology | Jim Casteel     | Senior Client Solutions Manager, Allscripts Corporation         |
| Technology | YuQuan Holloway | Principal, Holloway Consulting Group, LLC                       |
| Technology | Kevin Wadle     | IT Project Leader, Wells' Dairy, Inc.                           |

|        |                       |  |
|--------|-----------------------|--|
| Trades | Jerome Barnes         | Faculty at Ashworth and Maintenance Manager, Novelex                 |
| Trades | Randy Purdue          | Owner, Quality Repair Service  |
| Trades | Leonard L. Adams, Jr. | President/CEO, Quest Community Development Organization              |
| Trades | Mark Lord             | Energy Manager, Building Maintenance Department, Gwinnett Co Schools |
| Trades | Bob Helbing           | President, Air-Tro, Inc.   |
| Trades | Allen Wine            | Owner, Legacy Locksmith  |
| Trades | Samuel Folds          | Corporate Health & Safety Manager, OnSite Services                   |
| Trades | Erica Pierson         | Management Consultant/Project Manager, ARCADIS                       |
| Trades | Carter White          | Telecom Installer, Crosspoint Communications                         |

# Accreditation and State Licensing

## Accreditation

Ashworth College is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency. The DEAC is recognized by the Council for Higher Education Accreditation (CHEA).

There are different types of accreditation; therefore, students seeking to use their Ashworth experience to transfer to another institution or apply for a job or license should confirm that DEAC accreditation will be accepted. Licensing, certification, training, and other requirements vary by vocation and state. Students should check with their state, local government and/or licensing board to find out which requirements are applicable in their state.

Distance Education Accrediting Commission  
1101 17<sup>th</sup> Street, NW, Suite 808  
Washington, DC 20036  
202-234-5100  
202-332-1386 (Fax)  
[www.deac.org](http://www.deac.org)

## State Licensing

Ashworth College is authorized by the State of Georgia Nonpublic Postsecondary Education Commission to offer instruction in career programs, as well as associate and bachelor's degree programs.

State of Georgia Nonpublic Postsecondary Education Commission  
2082 East Exchange Place, Suite 220  
Tucker, Georgia 30084-5305  
770-414-3300  
770-414-3309 (Fax)  
[www.gnpec.georgia.gov](http://www.gnpec.georgia.gov)

## National Council for State Authorization Reciprocity Agreements

Ashworth College is approved by Georgia to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

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## Student Tuition Recovery Fund Fee and Disclosure: California Residents Only

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for the STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from the STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollecting may, at any time, file a written application for recovery from the STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

# Mission, Values, and Student Learning Outcomes

## Mission Statement

Empower students to achieve their aspirations through flexible, convenient, affordable, and highly relevant educational programs.

- Empower: enable students to take control of their lives
- Students: individuals who have taken the proactive step to study and formally engage in learning
- Aspirations: strong desire, longing, or aim
- Flexible: adaptable curriculum that allows students to study anywhere and at their own pace
- Convenient: easily accessible and easy to use
- Affordable: quality courses at a relatively low price that provide great value
- Highly relevant: pertinent content and subject matter that aligns well with real-world skills and knowledge needed in the workplace
- Educational Programs: distance education courses that enable students to learn in their areas of interest

## Values

1. **Access** - We believe anyone who wants to learn should have access to affordable, quality education anytime, anyplace.
2. **Accountability** - We set measurable goals and are accountable to students and to each other for our actions, performance, and results.
3. **Integrity** - We operate with the utmost integrity and treat both our fellow colleagues and our students with dignity and respect.
4. **Passion** - We believe we can make a difference in people's lives and want to help each student, faculty, and staff member in our diverse community realize their individual potential.
5. **Teamwork** - We are committed to collaboration and communication among students, faculty, and staff, as both are essential to achieving great outcomes for students and our company.
6. **Excellence** - We strive to uphold high standards in our academic programs, student experience, and support services, and are continually seeking ways to improve each of these areas.



## Student Learning Outcomes

By incorporating the following learning and career outcomes into its programs, Ashworth ensures that graduates are prepared to succeed in a variety of professional, civic, and personal settings.

**1. Effective Communication**

Graduates will demonstrate competence in written communication skills that lead to the clear and purposeful expression of ideas, information, and logical reasoning.

**2. Critical Thinking**

Graduates will demonstrate critical thinking skills to analyze problems, search for evidence to support conclusions, reflectively process information, and formulate solutions.

**3. Job-Specific and Technical Skills**

Graduates will demonstrate competence in program specific technical skills and an understanding of the common body of knowledge associated with a specific program.

**4. Professional and Life Skills**

Graduates will demonstrate competent professional and life skills that include responsibility, self-motivation, and will make progress toward becoming engaged and self-reliant learners.

**5. Qualifications for Advancement**

Graduates will have the skills and credentials to apply for jobs, change careers, advance in their current workplace, or pursue advanced education.





## Administration

**Kermit Cook**

Chief Executive Officer

**Frank Jalufka**

Chief Financial Officer

**Nial McLoughlin**

Chief Technology Officer

**Terri Runyon Walker**

Chief People Officer

**Su Li Rivera**

Chief Marketing Officer

**Jordan Thompson**

Chief Legal Officer

**Thais Lyro**

Chief Product Officer

**John Dobbartin**

Chief Operating Officer

# Academic Year, Holidays, Contact Information, Hours of Operation

## Academic Year

### Open Enrollment Model

Students may enroll in Ashworth College's open enrollment programs at any time of the year. There are no set class start dates, and students do not have to wait until the beginning of a new session or new semester. All courses offered are flexible and self-paced, with students setting their own schedules within certain maximum allowable time frames per semester and/or program.

### Term Enrollment Model

For students enrolled before October 31, 2022, Ashworth offers a term enrollment model (TEM)\* to students using Veteran Education Benefits such as the Montgomery GI Bill® or Post 9/11 GI Bill®. Students who enrolled in Ashworth College's term enrollment model may enroll in any 8-week class term during the first 2 weeks of the month preceding the class start date. Term classes begin on the first Monday of each month, for a total of 12 class start dates in a year.

*\*Please see the Appendices section for information specific to the TEM programs and policies.*

*Effective October 31, 2022, Ashworth College stopped accepting new enrollments from veterans or their dependents who wish to use their GI Bill® or VR&E benefits as payment for their educational program(s). This change also impacts students who planned to re-enter after a withdrawal from school or those who are considering changing their program of study.*

## Holidays

Ashworth is closed on the following holidays:

- New Year's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

## Contact Information

The following information may be used to contact Ashworth College. Students should provide their name and student number on all communications with Ashworth staff.

**Mailing Address:**

Ashworth College

5051 Peachtree Corners Circle, Suite 200

Norcross, GA 30092

**Ashworth College Web Site:**

[www.ashworthcollege.edu](http://www.ashworthcollege.edu)

**Student Community:**

Visit the Community via the Student Portal

**Student Portal:**

<http://students.ashworthcollege.edu>

**Student Services:**

Submit a Support Ticket via the Student Portal

**Registrar's Office:**

**E-mail:**

[registrar@ashworthcollege.edu](mailto:registrar@ashworthcollege.edu)

**Fax (for forms, etc.):**

770-417-3030

**Fax (for transcripts):**

770-729-8578

**Course Assistance:**

**Tutor Assistance:**

Academic Advisors

Enter a ticket via Support tab in Student Portal

**Course Faculty:**

Each course syllabus provides information on contacting the faculty and the Academic Advisor support team. When students have program or course specific questions, they should first review their program or course syllabus to identify their team and contact information.

**Ashworth Classmates:**

Visit the Student Community to find discussion forums related to various courses and careers.



## Phone Guide

| <b><u>Department</u></b> | <b><u>Phone Number</u></b> |
|--------------------------|----------------------------|
| <b>Admissions</b>        | 1-800-362-7070             |
| <b>Main</b>              | 770-729-8400               |

## Fax Destination Guide

| <b><u>Fax Number</u></b>  | <b><u>Department</u></b> | <b><u>Types of Faxes</u></b>   |
|---------------------------|--------------------------|--|
| <b>Business Services</b>  | <b>770-729-7290</b>      | Military<br>Corporate Partnerships   |
| <b>Education Services</b> | <b>770-417-3030</b>      | Lessons<br>Mandatory Graded<br>Assignments<br>Semester Exams   |
| <b>Registrar</b>          | <b>770-729-8578</b>      | All Transcripts  |
| <b>Student Services</b>   | <b>770-729-0961</b>      | Career, Degree and High School<br>Verifications  |
| <b>Student Services</b>   | <b>770-729-0961</b>      | Information In-School<br>Deferments<br>Miscellaneous Forms<br>Proctor Nomination Forms<br>Account Changes<br>Transcript Waivers<br>Miscellaneous Documents |

## Hours of Operation

9:00 a.m. – 6:00 p.m. (Monday – Friday) Eastern Standard Time

## Academic Freedom

Ashworth College adheres to the following principles of academic freedom. As a higher education institution, Ashworth College holds the pursuit of education in highest regard and strives to provide an environment that promotes the pursuit of truth and mutual respect to support the generation of new knowledge and reasoned argument based on scholarly justification.

Students and faculty are expected to adhere to academic honesty, the highest ethical standards, and professional conduct in all processes and practices. It is reasonable that the teaching and learning environments will be open to diverse opinions and voices and that the same course content can be presented in multiple ways in order to achieve the same outcome goals. Teaching and learning styles may differ and it is not unexpected that differences in styles, opinions, and approaches may occur. Academic freedom and student conduct policies are appropriately balanced to produce a harmonious learning environment.

Toward these ends and in respect for diversity, the following guidelines should be followed.

- Ashworth College recognizes that each faculty and instructional team member will express their opinions and philosophies freely without censorship.
- Concurrently, it is important that faculty and instructional team members realize their responsibility to the college to make their students understand that their expression does not represent the opinions of Ashworth College.
- The thorough discussion of topics from diverse perspectives within the faculty and instructional team members' subject areas is encouraged. However, the discussion of controversial subject matter outside of each faculty and instructional team member's area of expertise is strongly discouraged within courses.
- Noting that debate is at the heart of academic freedom, faculty and instructional team members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
- Ashworth College expects its faculty and instructional team members to maintain high standards of professional conduct in all communications with students at all times.

# Admissions

## Admission Requirements

### Undergraduate

#### **UNDERGRADUATE CERTIFICATE PROGRAMS**

To enroll in an undergraduate certificate program, students must have successfully completed a high school diploma program, earned a GED or equivalent, or completed at least 12 semester credit hours of college coursework. Homeschooled student must provide documentation that confirms the student's homeschool program is recognized by their school district, county, or state.

Each undergraduate certificate program is one semester in length. Students may begin their course work as soon as they receive their course materials, but Ashworth College must receive one of the following to in order to maintain their student status:

- an official high school transcript
- a copy of the high school diploma
- an official homeschool transcript and a copy of the approval document or letter from the local school board, county, or state official
- an official college transcript showing at least 12 semester credit hours of college coursework with a minimum grade of "C" or higher for each course
- an official transcript showing proof of passing the GED, HiSET or TASC Exam

#### **ASSOCIATE DEGREE**

To enroll as an associate degree candidate, students must have successfully completed a high school diploma program, earned a GED or equivalent, or completed at least 12 semester credit hours of college coursework. Homeschooled student must provide documentation that confirms the student's homeschool program is recognized by their school district, county, or state. It is not necessary to provide SAT or ACT college entry exam scores to enroll. Associate degree candidates will enroll in and pay for one semester at a time with a separate enrollment agreement. Students may begin their course work as soon as they receive their course materials, but Ashworth College must receive one of the following to in order to maintain their student status:

- an official high school transcript
- a copy of the high school diploma
- an official homeschool transcript and a copy of the approval document or letter from the local school board, county, or state official
- an official college transcript showing at least 12 semester credit hours of college coursework with a minimum grade of "C" or higher for each course\*
- an official transcript showing proof of passing the GED, HiSET or TASC Exam

\* The American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) has determined that students in the Veterinary Technician AAS degree program must submit official high school transcripts, an official transcript of their GED, HiSET, TASC exam results, homeschooled student must provide documentation that confirms the student's homeschool program is recognized by their school district, county or state, in order to verify proof of graduation. Other forms of documentation will not be accepted for this program.

#### **BACHELOR'S DEGREE**

To enroll as a bachelor's degree candidate, students must have successfully completed a high school diploma program, earned a GED or equivalent, or completed at least 12

semester credit hours of college coursework. Homeschooled student must provide documentation that confirms the student's homeschool program is recognized by their school district, county, or state. It is not necessary to provide SAT or ACT college entry exam scores to enroll. Bachelor's degree candidates will enroll in and pay for one semester at a time with a separate enrollment agreement. Students may begin their course work as soon as they receive their course materials, but Ashworth College must receive one of the following to in order to maintain their student status:

- an official high school transcript
- a copy of the high school diploma
- an official homeschool transcript and a copy of the approval document or letter from the local school board, county, or state official
- an official college transcript showing at least 12 semester credit hours of college coursework with a minimum grade of "C" or higher for each course
- an official transcript showing proof of passing the GED, HiSET or TASC Exam



## Application Process

Follow the steps below to enroll in Ashworth College programs.

1. Complete an application online or by phone.
  - a. Apply online. The online application process is simplified to reduce processing time. The online application can be accessed from our Web site, <http://www.ashworthcollege.edu>. Applicants can indicate the program level, program type, and discipline area on the online application form.
  - b. Apply by phone. Contact an enrollment advisor any day of the year (except holidays) by calling 1-800-957-5412.
2. Within 24 hours of receiving the completed enrollment application, Ashworth will provide instructions for online access to the first course. Course materials such as eBooks are immediately accessible in the course. If the course includes a physical textbook, it will be shipped to the student address.



## Enrollment Agreement

The Enrollment Agreement (the "Agreement") is a legally binding contract when signed by the student and accepted by Ashworth at its offices in Georgia and is governed by Georgia law. The student signature on the Agreement indicates that the student has read and understood the terms of the Agreement, has read and understood any literature received from Ashworth, and believes that he/she has the ability to benefit from the course selected. An electronic signature is a binding signature. Prospective students are encouraged to read through the catalog and materials prior to enrolling.

Students must reenroll at the beginning of each semester by signing a new enrollment agreement. The tuition shown on the enrollment agreement is for one (1) semester only. Shipments of course materials will be suspended when a signed enrollment agreement has not been received.

## Student Status

There are three status states for students depending on their progression through the enrollment and graduation processes. "Applicant" status is someone who has submitted an enrollment agreement and is financially current with Ashworth College; applicants may be denied admission after review of their admissions documentation and first course progress. "Enrolled but not Active" status is someone who, in addition to being admitted to a program, has completed two courses and the transcript evaluation. "Active Student" status is someone who, in addition to being enrolled, is regularly submitting assessments in academic courses.

Ashworth students work at their own pace. The school provides students with many mechanisms to help students stay on track for timely completion of program and graduation requirements. In the Student Portal there is a Progress Tracker which displays students' percent progression through their program. Each course has Curriculum Maps and Pacing Guides to help students manage their expectations on course workload and time to complete a lesson and course. In addition, the instructional team of faculty and academic advisors are on hand to provide one-on-one academic support to help students master the learning objectives and complete courses and their program of study.

If students need an official status letter, Ashworth College is able to issue a Status Letter and Transcript upon request. In order for Ashworth to issue these documents, students must have completed a transcript evaluation, and completed one course.

## Student Identity Verification Procedures

Student numbers are issued to specific people for the purpose of conducting Ashworth College business. Any abuse of these numbers (including obtaining for malicious use or attempting to obtain for malicious use, and false identification or attempted false identification) shall be cause for permanent dismissal from Ashworth College.

### **Student Portal Access**

Students are required to create a password to access the Student Portal. The Student Portal is where a student can view their academic and personal records and should only be accessed by the student. Students should protect their password from others and not share it with anyone else (i.e., Academic Honesty Policy). School employees do not know student passwords and can only reset them upon their request. If a student's password is reset, the student will be instructed to create a new one before being allowed to access their account.

### **eBooks**

Ashworth College may use Vital Source to deliver eBooks in its courses. Students will be required to create a separate password for their eBook account the first time they access their eBook account. School employees do not know student passwords and cannot reset them. If a student forgets their password or needs it reset, they will need to contact Vital Source directly.

### **E-mail**

Ashworth College will use the e-mail listed on a student's account to send academic and school updates. These communications can be personal in nature and for this reason it is recommended that students use an e-mail that is not shared with others.

### **Student Verification**

If Ashworth College suspects that a student's account has been compromised, access to the student account may be blocked until the student's identity has been verified. This process is done only to protect the student's interest. Students are responsible for all comments, exams, and assignments posted on their account. If a student feels that their account was compromised by someone else, they must change their password immediately and notify the school. A student's identity will also be verified for all proctored exams.

## Transcripts

Students must have successfully completed a high school diploma program, earned a GED or equivalent, or completed at least 12 semester credit hours of college coursework for admission into Ashworth College's undergraduate certificate programs, associate degree, and bachelor's degree programs. The high school or GED/HiSET/TASC provider must be authorized by an organization recognized by the U.S. Department of Education.

The American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) has determined that students in the Veterinary Technician AAS degree program must submit official high school transcripts, or an official transcript of their GED, HiSET, or TASC exam results, in order to verify proof of graduation. Other forms of documentation will not be accepted for this program.

Students must submit their high school diploma or official transcripts, GED or equivalent, or college transcripts to Ashworth College before completing 9 credit hours. The student's account will be placed on a HOLD status if one of these documents are not received by the time of completion of 9 credit hours or 3 courses. If providing an official transcript, students must complete the following:

1. Students must completely fill out and send the appropriate Transcript Request Form to their college, high school, or the state office that granted their GED/HiSET/TASC certificate. The college, high school, or GED/HiSET/TASC office may charge a fee for sending official transcripts to Ashworth College. Students should send any fees along with the Transcript Request Form directly to the college, high school, or GED/HiSET/TASC office and not to Ashworth College. The Transcript Request Forms (College and High School/GED) are located in the Student Portal.
2. Students should include their former name on the Transcript Request Form if the student name has changed since graduation. Students who have legally changed their name, through marriage or otherwise, should be sure to include on the Transcript Request Form all names previously used.
3. International transcripts/degrees must be evaluated by a credential evaluation service, such as World Education Services (WES), that will determine the U.S. equivalency and send the transcripts directly to Ashworth College. The translation service should provide a course-by-course evaluation including U.S. requirements and GPA, in English. If the official transcripts are not in English, they must be translated into English by the translation service. Students may select an appropriate transcript evaluator service from the National Association of Credential Evaluation Services (NACES) at: <https://www.naces.org/members>. Most agencies charge a fee for these services.
4. Contact information for obtaining a GED transcript is available at [https://ged.com/life\\_after\\_ged/](https://ged.com/life_after_ged/). If you need a Comprehensive Score Report or Individual Score Report sent to a college, scholarship program or other organization, contact ETS at 1-855-MyHiSET (1-855-694- 4738). For TASC transcripts, examinee transcripts are provided to test takers by states or through Diploma Sender at <https://careers.diplomasender.com/#/>.

**Homeschooled Students**

Homeschooled student must provide documentation that confirms the student's homeschool program is recognized by their school district, county and/or state. Students who were educated at home, or in an environment other than a public/private school, may submit a traditional transcript and a copy of the approval document or letter from the local school board, county, or state official, in order to verify proof of graduation.

For additional questions pertaining to admission and evaluation requirements, students should contact the Registrar at: [Registrar@ashworthcollege.edu](mailto:Registrar@ashworthcollege.edu).

### International Students

**When Applicant's Native Language is other than English:** Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college level proficiency in English through one of the following:

**Undergraduate:** A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE). A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

## Transfer Credits

### Maximum Allowable Transfer Credits

#### UNDERGRADUATE

Students may receive transfer credit for up to 75 percent of their associate or bachelor's degree or undergraduate certificate program as a combination of transfer credits from other programs/institutions and prior learning assessment.

In the associate degree program, students may receive credit for 15 courses out of 20 (45 credit hours out of 60) as a combination of transfer credits and prior learning assessment.

In the bachelor's degree program, students may receive credit for 30 courses out of 40 (90 credit hours out of 120) as a combination of transfer credits and prior learning assessment.

In the undergraduate certificate programs, students may receive credit for 3 courses out of 5 (9 credit hours out of 15) as a combination of transfer credits and prior learning assessment.

Ashworth College does not have a recency requirement for general education or elective credits to be eligible for transfer. Courses that are not general education or electives and are more than 10 years old may require further review before transfer credit is awarded. This may involve requiring more information from the institution at which the course was taken, such as a course description or syllabus, to ensure that the material covered in the subject is still current. Content equivalency is required of any course that the student wishes to transfer. All credits must be from an accredited institution or evaluated by the American Council on Education (ACE), Joint Services Transcript (JST), The College Board (CLEP or AP), and the student must have earned a grade of C or higher.

### **Applying for Transfer Credits**

Students may request to have previously earned, college-level transfer credits applied toward their Ashworth College degree or undergraduate certificate program by submitting all official transcripts from other colleges. *An official college transcript is one that comes directly from the former college(s) to the Registrar's office at Ashworth College.* Students who do not submit official transcripts will not be granted transfer credits. The Ashworth College Transcript Center of Excellence will evaluate transfer credit eligibility and determine a degree plan to ensure that the student takes the minimum number of courses required to graduate.

Students must complete the following steps to apply for transfer credit. After receiving a student number, send the *College Transcript Request Form*, located in the student portal, to all college(s) previously attended, along with any associated fees. Students must include their maiden name and/or any other previously used names on the form if their name has changed since attending college. The *College Transcript Request Form* should not be sent to Ashworth College; we are not responsible for obtaining official transcripts. It is the student's responsibility to verify that transcripts have been sent to Ashworth. Upon receiving the transcripts, the Transcript Center of Excellence will transfer all applicable credits that are shown on the transcript.

This will prevent students from taking any courses that may potentially be transferred into Ashworth College. Students must notify Ashworth College if they expect to be awarded transfer credit for a course in their first semester by contacting Student Services by submitting a support ticket via the Student Portal. If students fail to notify Ashworth of their plans to apply for transfer credit, and are enrolled in courses that are later accepted for transfer credit, they will be charged a \$50 fee for each course that they were erroneously enrolled in.

Credits being transferred must be equivalent to course offerings at Ashworth College. Students may be required to send copies of the course syllabi, college catalogs, or other information to help in the evaluation process. Students should send these items to Ashworth College only if the Transcript Center of Excellence specifically requests them. Students may view the transfer credit that was accepted by Ashworth College by logging into the Student Portal and clicking on the Transcripts box, then expanding the information for each transcript that was evaluated.

Students who wish to appeal their transfer credit may do so by contacting Ashworth within 30 days of the evaluation.

### **Other Important Transfer Information**

- Unless evaluated by ACE or Joint Services Transcript (JST), no credits will be awarded for on-the-job training, including specialized training and certificates received.
- Students may submit official transcripts from The College Board for exam scores from College-Level Examination Program (CLEP) or A P E x a m s for transfer credit.
- Some subjects are required as a two-part course series at Ashworth College. Transfer credit will be awarded only if both parts of "paired courses" have been satisfied at the prior school. Partial credit will not be awarded for only one course in a two-part course series.

## Why an Education is Worth the Effort

What made you decide to earn an associate/bachelor's degree at this moment in your life? Perhaps you entered the workforce shortly after you graduated from high school, and you discovered that most jobs available to you don't pay very much. Maybe you set higher goals for yourself and want to reach the next level in your education or diversify your skill sets by completing a certificate program. Good for you!

In this information and technology dominated society, higher education is a ticket to getting ahead, at least for most people. You've "seen the light." You've set your mind on gaining the knowledge you'll need to succeed. Congratulations!

You've taken the first step on the road to achieving your personal and professional goals.

The next step is to make sure that you continue to move steadily toward your goal—an associate or bachelor's degree. Certainly, you've heard and maybe even said yourself "What's a degree, anyway? It's just a piece of paper." Although that's true, a diploma is also an important symbol. It represents the tremendous effort you put into your achievement. It's a source of self-esteem and confidence that graduates use to survive in a highly competitive world. Just a piece of paper? Hardly!

Therefore, let Ashworth College help you reach this extremely important goal of earning an associate or bachelor's degree. To support your learning, we have created this catalog. It answers many of the questions that will arise about your Ashworth College program. Get to know it well, and after you have read it completely, let us know if you have any questions!

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***A diploma is a  
symbol of the  
tremendous  
effort you put into  
your studies and  
the confidence you  
earned to prepare for  
survival in a highly  
competitive world.***

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# Study Skills and How to Succeed in Distance Education

## Beware of Dreambusters

You've set your sights on a wonderful goal. Unfortunately, a lot of time will pass between this first step and the day your diploma arrives in the mail. Right now, you are like a novelist with a great idea for a bestseller. She can visualize the first scene and knows exactly how she will end the story (with the reader in tears after finishing her genuine "five-hankie" novel). She even sees herself on "Oprah," talking about her book and the six-figure advance she received from the publisher and about the soon-to-open movie starring Meryl Streep in the heroine's role. Suddenly, the would-be author realizes there are 300 blank pages to fill between the first paragraph and The End. Panic sets in. Is "Oprah" just a fantasy, or can the writer really fill her book with publishable, page-turning prose? It will take months of discipline and painstaking effort to complete that book.

You are now standing on page one of the book of your new life. Many courses and hours of study lie between you and your degree. Perhaps you've already begun to doubt your ability to succeed. Doubt is the first dreambuster standing in your path. Your first task is to slay doubt. Several times a day say to yourself, "I can do this. I *can* do this. I *will* complete this program and get my degree!" That "will do" attitude is your secret weapon. It makes you an unbeatable winner. A positive, determined attitude is the essential first ingredient of success. Confidence will help you face all the obstacles you'll meet along the way. Let's list some of those possible roadblocks.

- "I don't think I can read college-level textbooks."
- "Most of what I learn I forget."
- "I have a hard time getting organized."
- "How can I study? There are too many distractions around me."
- "Just making a living takes all the time I have, and there's never enough money left over to do what I want to do."

## They're Really Just Paper Tigers

At first sight, the list above looks like a mighty list of enemies. Do these make you feel like waving a white flag and just giving up? What if we could show you that those enemies you think are so powerful are only paper tigers and that you have more than enough power to meet them head on and conquer each one? Would you listen? Are you ready to give yourself a chance?

Four of the obstacles to success on the above list fall into the category of *study skills*.

- Learning to read (You *can* read college-level textbooks.)
- Memorization techniques (You can learn how to remember more of what you learn.)
- Organizational skills (You can get organized.)
- Creating a positive study atmosphere (You can learn how to deal with the distractions around you.)

The other obstacle is a *personal management skill* that needs attention and perhaps improvement.

- Taking a new attitude toward money. (You can learn how to handle your money more effectively.)



## You Can Be an 'A' Student

Many of our students were successful in school, but for one reason or another did not go to college or complete their degrees. If that describes you, you can still benefit from the study skill and work habit tips contained in this section. What you'll read here may simply reinforce what you already know and inspire you to excel. You may also discover some new techniques that will make your study experience easier and the results even more successful.

If your past school experience didn't set the academic world on fire, don't worry about it. It doesn't matter what grades you got on your last report card, whether it was last year or ten years ago. You aren't the same person today that you were back then. You're more motivated. You have a clearer vision of who you are and what you want to do with your life. We can help you learn the study skills you may not have used when you were in school. Please don't believe the myth that the "smart kids" got A's and B's and those who got C's, D's, and F's were "dummies" and "losers." History is full of "late bloomers" who made outstanding contributions to the betterment of the world. As you read current magazines and newspapers and watch celebrity interviews on TV, keep an eye out for role models who got their lives jump-started after their "school-age" years had ended. Let these people inspire you to achieve your goals.

The main reason students fail to succeed in school isn't a lack of brains. Generally, it's a lack of motivation and good study habits. If you weren't a successful student before, you probably didn't know how to study. But these are skills you can learn because you are now motivated to improve your life. Motivation—that's what you have today that you might not have had before. You aren't the same student anymore. This time around you are on fire with a desire to learn. You know what it's like out there in the real world, and you now realize that if you want to get ahead, you'll have to do whatever it takes to earn your college degree.

Unfortunately, all the good intentions in the world won't result in success if you lack basic study skills. That's what the rest of this section is all about. *And this may be the most important stuff you'll ever learn.* So, pay close attention. We're going to share some secrets with you that can speed you down the road to successful accomplishment of your academic and life goals.

## Learning to Read at a College Level

Let's establish one point. *You can read college textbooks!* End of discussion. You may not know it yet, or you may not have enough confidence to believe it. A successful basketball coach told his team, "If you think you *can't*, you're probably right." Attitude is everything. By changing only your attitude, you can start on the road to success at the college level. That same coach went on to say, "If you think you *can*, you're probably right."

You can turn this around and say, "If I think I can't succeed as a college student, then I probably won't succeed. If I think I can, then I give myself a good chance to reach my goals." And you haven't done one thing yet except change your attitude. Give yourself the gift of a positive outlook, and we'll show you how to become a successful reader.

Is a textbook a concrete block or a gold mine? If it's made of concrete and you try to jam it into your brain, you'll become ... a blockhead. If, on the other hand, you see every textbook as a gold mine, your books will fill your mind with the treasures of knowledge and wisdom you need to succeed in your courses and improve your life.

In his book, *Becoming a Master Student*, Dave Ellis teaches a system he calls "Muscle Reading." He divides a study session into three separate parts, each containing three steps.

Suppose your assignment is to read a chapter about the causes of World War I. Ellis would advise you to divide your study period into these nine activities:

### BEFORE YOU READ

When you open your textbook to study a chapter, don't just start reading it from word one to the end of the chapter. Before reading, do the following.

1. *Preview.* Take about 5 minutes to flip through the pages. You can get the "big picture" of the chapter by reading all the bold-printed section and paragraph headlines.
2. *Outline.* Use these bold headings to write a point-by-point outline of the chapter in your notebook.
3. *Question.* Turn the section headings into questions. For example, you would convert the title, "The Immediate Cause of World War I," into the question, "What triggered the war?" Continue to do that with each title in your outline.

### DAVE ELLIS'S 9-STEP "MUSCLE READING" TECHNIQUE

#### ■ BEFORE YOU READ

**Preview**  
**Outline**  
**Ask questions**

#### ■ WHILE YOU READ

**Read (with a dictionary)**  
**Underline/Highlight**  
**Answer questions**

#### ■ AFTER YOU READ

**Recite**  
**Review and**  
**Review again**

From *Becoming a Master Student*  
(*Ninth Edition Concise*), Houghton  
Mifflin

**WHILE YOU READ**

Now it's time to read the chapter text itself. The three steps in this stage are as follows.

1. *Read—with an open dictionary nearby.* Read with attention, which means to read only as long as you can keep your mind focused on what you are reading. It does no good to read for 30 minutes if you can only focus for 15 minutes. Give yourself short breaks and go back to the reading. As you read, you may come across words that are unfamiliar, such as, "nationalism." Take a moment to look that word up in your dictionary. The *American Heritage Talking Dictionary* (on CD-ROM) defines nationalism as, "The belief that nations will benefit from acting independently." That belief played a prominent role in motivating countries to go to war in 1914. Since improving your vocabulary is essential to success in your college studies, time spent looking up unfamiliar words is a wise investment.
2. *Underline or Highlight.* The textbooks you receive from us are yours to keep. It's okay to write in them as you need to. In fact, you'll find that you **MUST** mark them up in order to study effectively. Doing so makes the information in the textbook a part of you. As you read, underline, or highlight key sentences and ideas. The reason for doing this is to make it easier for you to find answers when you go back to review what you've read. Don't say, "Oh, I'll remember this. I don't need to mark it." You'll just make it harder for yourself to study for an exam later.
3. *Answer questions.* You already have the list of questions you wrote after making your outline. While reading, watch for the answers to those questions. For example, the answer to the question "What triggered the war?" would be "The assassination of Archduke Francis Ferdinand of Austria by Bosnian nationalist Gavrilo Princip on June 28, 1914."

**AFTER YOU READ**

Ellis's Muscle Reading technique has already shown you how to improve your reading and learning ability, but there is more you can do once you've finished reading the chapter.

1. *Recite.* Tell yourself out loud what you've just learned.
2. *Review.* Within 24 hours of reading the text, go over the chapter again to impress it into your memory.
3. *Review Again.* Do it again? Yes. A survey performed at the University of Texas found that we remember only about 10 percent of what we read! That's not very much. Another study by scholar Walter Pauk determined that the average student will forget almost half of a textbook chapter by the next day. A month later, less than 20 percent remains in memory. The purpose of reviewing is to keep your brain's pathways from filtering out what you've just learned and discarding the information as not important enough to store in long-term memory. To be an above-average student, you have to find a way to beat the odds. Taking the Muscle Reading technique seriously and making it your habitual way to study will make you an excellent reader and a successful student. Practicing the reading techniques outlined above will greatly improve your ability to remember what you learn.

## Organizational Skills

Being a distance learner has advantages but also presents some difficult challenges. One of the main advantages is that *you can work at your own pace*, not according to a daily class schedule for a set quarter or semester. This means you can organize your time—and your life—to accommodate other obligations, such as family, job, volunteer work, and personal health and relaxation.

It may seem strange that the advantage of working at your own pace is also the *greatest challenge* of distance learning. Not having a class schedule and school calendar to structure your time, you must learn to plan your life yourself. This is the battlefield on which, too often, your motivation will war against all the other forces pulling you in different directions. This is where the *future* you dream about meets two formidable opponents—your *history* as a student and your *current* life circumstances. Let's consider ways in which you can organize your time so that there's no winner and loser: every part of your life should get the recognition and attention that it deserves.

If you're like most people, you have a job where someone else tells you when to arrive, what to do while you're on the job, and when you can go home. If you are a parent, a major portion of your time each day is determined by your children's schedule. To succeed in getting your college degree as a distance learner, you must be creative and dedicated in organizing the part of your life that is your own. *Planning* is the key to putting all the pieces of your life together so that your education doesn't get left in the dust of life's daily demands. If you're serious about your education, you'll do what it takes to create a winning schedule for yourself. Planning will set you free. It gives you power to take charge of your life.

The following tips will help you make the most of your available time.

### **Be Realistic About Your Daily Study Goals**

It's useless to make a resolution to study four hours a day if you know that's impossible. Unrealistic study goals set you up for discouragement and failure. How much time can you *realistically* devote each day to your college courses? If it's two hours or only one, make that your goal—and stick to it!

### **Be Flexible**

There might be days, weekends perhaps, when you can study longer. Unforeseen emergencies may sometimes cut into your pledged study time. If that happens, get back on schedule as soon as you can.

### **Make the Most of Spare Moments**

Get a briefcase or book bag and get used to carrying your textbook and a notebook with you everywhere you go. Also, carry a highlighter with you so that you can mark key items of information as you work through your Reading Assignments. Get used to studying in short bursts, whenever your day provides a few extra moments, as in the following examples:

1. Waiting for a bus or subway train and during your commute
2. Waiting in a doctor's or dentist's office
3. During breaks at work

It's amazing how these minutes add up and help move you forward from lesson to lesson.

**Your Energy Peaks and Valleys**

Most people are aware of their energy cycles. Some are morning people. Others are night owls. Life doesn't always accommodate our preferences. Many night people workday shifts. Sometimes, you have to push yourself to be an efficient worker at the time of day when your employer needs your services.

**Your Free Time Is A Different Matter**

If you're a morning person, you would do better to get up an hour earlier than to "burn the midnight oil." And vice versa. Your time is too precious to waste on an inefficient schedule. Whenever possible, study when you are physically and mentally at your sharpest.

**Avoid Marathon Study Sessions**

It's much better to study two hours a day for five days than to study 10 hours on one day. Your body and mind just aren't geared to paying attention for hours at a time. After a few hours, you'll be wasting your effort.

## Power Tips for Successful Study

**Where to Study**

Find a favorite place to study. Some places are more suitable than others. For example, a quiet corner of your bedroom is likely to be better than the family room floor when you or others are watching television. Your bed might seem like a comfortable, quiet place to study, but too much comfort can work against you. Some people fall asleep because the brain gets a "good night" message as soon as they hit the mattress. Learning demands energy, so you need a place that doesn't sap all your "get up and go." If you have to, hang a "Do Not Disturb" sign on the doorknob of your study room. Public libraries are good, but library time may be only an occasional luxury for a distance learner like you.

**Enlist Others' Cooperation**

Unless you live alone, you share time and space with one or more persons. Without shirking your responsibilities to roommates or family members, ask them to respect your study time. You might even want to draw up a "contract" and post it on the refrigerator door as a reminder that certain times and places in the residence are reserved for your study time.

**Telephone Troubles**

Most Americans find themselves afflicted by a common compulsion: "Thou Shalt Answer the Phone Every Time It Rings." However, you need to make your study time so sacred that you'll let the answering machine take your phone calls until you are finished. If you don't have an answering machine, it's OK to turn the ringer off so you won't hear it. If you're one of those people who must answer every call on the first ring, a planned two-hour study session can easily slip to 90 minutes or less. Rarely are those interrupting calls a matter of life and death. Today, we have more than the house phone to contend with as a distraction. Turn off your pager and cell phone unless you are on-call from your job. Ignoring the telephone may be hard to do at first. Why, it's practically un-American! But you'll be glad you learned this discipline, and even happier to know that you can actually survive for an hour or two without your telephone, pager, and cellphone.



### Learn to Say No

This may be the hardest bit of advice to follow. You are undoubtedly a conscientious person. When asked to help someone or volunteer to assist with a worthy cause, you feel you ought to say yes. Unfortunately, you can't add another hour or two to the 24 allotted to each day. To succeed in getting your college degree, you must set limits. Faithfulness to your goal of devoting a set amount of time each day for study demands that you say no to some worthy requests. It's perfectly all right to say, "I'd really like to help out but I'm up to my ears in course work for my degree. If you still need me when I've graduated, I'll be happy to consider it." Saying no to excessive demands upon your time and energy is saying yes to a less stressed and better educated you.

## Student's Use of Rubrics and Answer Keys

A grading rubric is a scoring tool used to help guide both the student and the faculty. It helps to define the quality of a student's work from the category of excellent to poor and serves as a detailed and specific roadmap for students, which leads to improved student outcomes. A grading rubric helps increase grading efficiency and consistency among teachers. If a rubric is used as a tool in your assignment, the rubric will be included with the assignment instructions.

Multiple-choice examinations are used throughout Ashworth's career program to measure students' mastery of the program objectives. In most programs' students will also need to complete assignments that require evaluation and feedback from the school's instructional staff. Assignments are often graded using a rubric like the one shown below. This rubric provides guidance for students; it helps to clarify essential elements of the assignment that will be evaluated to determine a grade. The rubric is also an important tool for the instructional team to ensure that each student is evaluated consistently, and that each student meets the primary objectives of the assignment. Assignments that have very specific right or wrong answers may employ an answer key instead of a grading rubric.

Faculty use different tools to help guide them in scoring a student's assignment. Some of the tools an instructor may use include answer keys, the instructor's own knowledge of the subject, the student's adherence to content-specific requirements, student's application of concepts to real world, proper use of APA guidelines, correct grammar and grammar rules, and grading rubrics.

On the following page is an *Example* of a Rubric.



**CJ320 Lesson 4 HGA Rubric**

| <b>CATEGORY</b>  | <b>Exemplary</b>   | <b>Satisfactory</b>  | <b>Unsatisfactory</b>   | <b>Unacceptable</b>  | <b>Score</b> | <b>Comments/Notes</b> |
|--|--|--|---|--|--------------|-----------------------|
| <b>Reasons (15 Points)</b>   | <b>15 points</b><br>Student provides a clear, logical description of 2 reasons why amending the U.S. Constitution would be necessary rather than passing a law.  | <b>12 points</b><br>Student provides a mostly clear and logical description of 2 reasons why amending the U.S. Constitution would be necessary rather than passing a law.  | <b>8 points</b><br>Student provides a partially clear and logical description of 1 reason why amending the U.S. Constitution would be necessary rather than passing a law.  | <b>5 points</b><br>Student provides a weak or unclear description of at least 1 reason why amending the U.S. Constitution would be necessary rather than passing a law.  |              |                       |
| <b>Draft language (20 Points)</b>  | <b>20 points</b><br>Student provides a clear explanation of 3 necessary elements to consider in any proposed draft language to amend the U.S. Constitution.  | <b>15 points</b><br>Student provides a mostly clear explanation of 3 necessary elements to consider in any proposed draft language to amend the U.S. Constitution.   | <b>10 points</b><br>Student provides a partially clear explanation of at least 2 necessary elements to consider in any proposed draft language to amend the U.S. Constitution.  | <b>5 points</b><br>Student provides a weak or unclear explanation of at least 1 necessary element to consider in any proposed draft language to amend the U.S. Constitution.                                     |              |                       |
| <b>Paths (20 Points)</b>   | <b>20 points</b><br>Student provides a clear, logical description of 2 primary paths he or she would pursue to amend the Constitution, citing the applicable section(s) of the Constitution.                                     | <b>15 points</b><br>Student provides a mostly clear, logical description of 2 primary paths he or she would pursue to amend the Constitution, citing the applicable section(s) of the Constitution.                                    | <b>10 points</b><br>Student provides a partially clear, logical description of at least 1 primary path he or she would pursue to amend the Constitution, citing the applicable section(s) of the Constitution.                  | <b>5 points</b><br>Student provides a weak or unclear description of at least 1 primary path he or she would pursue to amend the Constitution, citing the applicable section(s) of the Constitution.             |              |                       |
| <b>The three branches of government and how the plan would impact each (20 Points)</b> | <b>20 points</b><br>Student provides a clear, logical description of the three branches of government, including each branch's authority and responsibility, and how the plan would impact each.                                 | <b>15 points</b><br>Student provides a mostly clear, logical description of the three branches of government, including each branch's authority and responsibility, and how the plan would impact each.                                | <b>10 points</b><br>Student provides a partially clear, logical description of the three branches of government, including each branch's authority and responsibility, and how the plan would impact each.                      | <b>5 points</b><br>Student provides a weak or unclear description of the three branches of government, including each branch's authority and responsibility, and how the plan would impact each.                 |              |                       |
| <b>Mechanics (10 Points)</b>   | <b>10 points</b><br>Student does not make any errors in grammar or spelling, especially those that distract the reader.  | <b>8 points</b><br>Student makes 1-2 errors in grammar or spelling that distract the reader from the content.  | <b>5 points</b><br>Student makes 3-4 errors in grammar or spelling that distract the reader from the content.   | <b>2 points</b><br>Student makes more than 4 errors in grammar or spelling that distract the reader.   |              |                       |
| <b>Format – APA Format, Citations, Organization, Transitions (15 Points)</b>           | <b>15 points</b><br>The paper is written in proper APA and organizational format. All sources used for quotes and facts are credible and cited correctly. Excellent organization, including a variety of thoughtful transitions. | <b>12 points</b><br>The paper is written in proper format with only 1-2 errors. All sources used for quotes and facts are credible, and most are cited correctly. Adequate organization includes a variety of appropriate transitions. | <b>8 points</b><br>The paper is written in proper format with only 3-5 errors. Most sources used for quotes and facts are credible and cited correctly. Essay is poorly organized, but may include a few effective transitions. | <b>5 points</b><br>The paper is not written in proper format. Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. Essay is disorganized and does not include |              |                       |
| <b>Total Score</b>   |  |  |   |  | <b>0.00</b>  |                       |

## Financial Concerns

Among the many sacrifices you must make to achieve your educational goal, the cost of an education is at or near the top of the list. That's why you need to be very clear about what you want to achieve and why you are making this commitment.

*Education is the best investment you can make in life.* You're a sure winner—absolutely guaranteed—when you succeed in earning a college degree. You improve your mind and your understanding of the world around you. Plus, studies have shown that higher education translates into higher income. Every dollar you spend on your education is like putting it in the bank. It's invested directly in YOU! Every other major expense (like a car or a house) eventually wears out or breaks down. Every time you make

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***A budget lets you know  
how much money will be  
left over from your  
income for entertainment  
and other non-essential  
expenditures.***

a payment on your courses, consider it as an investment in yourself, one that's sure to bring great rewards!

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## Summary

In this section on Study Skills, you have learned that higher education has a dual value. First, it makes you a more knowledgeable person, with a better grasp of the world you live in. Second, it has a direct effect on your earning power. Opportunities that are open to the well-educated are closed to those lacking the appropriate education and/or motivation. In this section of the catalog, you've also learned techniques for improving your reading level and memory capacity. By now, you should also have a good understanding of how to organize your time and priorities. With the right attitude, motivation, and study habits, you'll have an excellent chance to succeed in every course you take in this degree program.

Congratulations! You've made a wise decision to invest your time and financial resources in yourself. You'll never regret it. We wish you the very best and the full achievement of your goals.



## Academic Information

### Instructional Model

Ashworth College aims to provide students with engaging, comprehensive, and high-quality curriculum in a flexible and convenient online learning environment. The school strives to meet the educational goals of its students while giving them the opportunity to set the pace of their learning on a schedule that is compatible with their lifestyles and personal and professional commitments.

Ashworth College's enrollment model is an open enrollment track wherein students can enroll in programs and courses at any time without having to wait for a semester or class start date. The learning model is self-paced within certain maximum time limits per semester and/or program. Ashworth's instructional model is comprised of an instructional team approach. The instructional team includes highly qualified faculty, subject matter experts, course authors, and support staff. Ashworth's team is available to work with students as needs arise. The team approach allows Ashworth to customize support to individual student needs. Each course syllabus provides information on contacting your faculty and the Academic support team. When students have program or course-specific questions, they should first review their program or course syllabus to identify their team and contact information.

Ashworth reserves the right to modify the instructional model at their discretion for continual improvement and to better meet student learning outcomes. From time to time, pilot studies may be conducted, e.g., enhanced practices, new technologies.

### Open Enrollment Model

Students may enroll in Ashworth College's open enrollment programs at any time of the year. There are no set class start dates, and students do not have to wait until the beginning of a new session or new semester. All courses offered are flexible and self-paced, with students setting their own schedules within certain maximum allowable time frames per semester and/or program.

### Term Enrollment Model

Ashworth currently offers a term enrollment model (TEM)\* to students using Veterans' benefits for students enrolled by October 31, 2022. Students who enrolled in Ashworth College's term enrollment model may enroll in any 8-week class term during the first 2 weeks of the month preceding the class start date. Term classes begin on the first Monday of each month, for a total of 12 class start dates in a year.

## Course Load

Students generally take one (1) course at a time, in a specified sequence within each degree program or certificate. Except in cases where transfer credits are being applied, course orders within a program or semester should be followed to ensure proper learning progression and sequencing through cumulative learning.

Students must complete the following mandatory first course within each associate or bachelor's degree program, OR110 Achieving Academic Excellence. No transfer credit will be accepted for this course. Students who do not earn a passing score in this course will be academically dismissed from their program of study.

Students must graduate from their current Ashworth College degree or undergraduate certificate program and pay their tuition in full before being allowed to enroll in a second Ashworth College degree or undergraduate certificate program. No dual enrollments will be allowed.

Students who have completed all course work in an associate degree program and wish to enroll in a bachelor's degree program will be allowed to transfer their existing associate program tuition balance (if not paid in full) to the bachelor's degree program.

## Undergraduate Programs

### **Undergraduate Certificate**

To earn an Ashworth College undergraduate certificate, a student must complete and pass 15 credit hours (5 courses of 3 credit hours each). This is a one-semester program of 5 courses; each course in a semester is worth 3 credits. The program includes 1 to 3 required courses. Students are able to choose the remaining courses as electives. There is a proctored final exam at the end of this one-semester program.

### **Associate Degree**

To earn an Ashworth College associate degree, a student must complete and pass 60 credit hours (20 courses of 3 credit hours each). The associate degree program is comprised of 4 semesters, and each semester has 5 courses. Each course in a semester is worth 3 credits; there are a total of 20 courses in each program. There is a proctored final exam at the end of each semester.

### **Bachelor's Degree**

To earn an Ashworth College bachelor's degree, a student must complete and pass 120 credit hours (40 courses of 3 credit hours each). The bachelor's degree program is divided into 8 semesters, and each semester has 5 courses. Each course in a semester is worth 3 credits; there are a total of 40 courses in each program. There is a proctored final exam at the end of each semester.

## Enrollment Status

The school provides students with many mechanisms to help students stay on track for timely completion of program and graduation requirements. In the Student Portal there is a Progress Tracker which displays students' percent progression through their program. For information on the time frame allowance, see the "Completion Time" section.

There are three status states for students depending on their progression through the enrollment and graduation processes. "Applicant" status is someone who has submitted an enrollment agreement and is financially current with Ashworth College; applicants may be denied admission after review of their admissions documentation and first course progress. "Enrolled but not Active" status is someone who, in addition to being admitted to a program, has completed two courses and the transcript evaluation. "Active Student" status is someone who, in addition to being enrolled, is regularly submitting assessments in academic courses.

Students can request a "status letter" to verify their enrollment status by contacting Student Services. Students can view their program of study, progress report and grades in the Student Portal.

## Transcripts and Grade Reports

Copies of your official Ashworth College transcript are available in your student portal. Access the Parchment Ordering Service via your student portal, where you can order digital and/or paper copies of your transcript. Transcripts may be sent directly to you or to someone else (e.g. an employer or another school). You will need to have available the email or physical address where the transcript will be sent to complete the order. It is a \$15.00 fee for all transcript orders.

## Changing Program of Study

A student may switch from one Ashworth College degree program into another at any time. Each degree program has different course requirements. Students will have to pay for any additional courses necessary to complete the required credit hours needed for graduation in the new program. Students can contact Student Services for more information.

## Class Level

Students are categorized as follows based on the total number of credits completed at the college level.

| Level     | Credits                  |
|-----------|--------------------------|
| Freshman  | Less than or equal to 30 |
| Sophomore | 31 to 60                 |
| Junior    | 61 to 90                 |
| Senior    | 91 or more               |

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## Course Format

The undergraduate program includes the following sections as part of the course format. Each course may have a different set of materials and assessments; see the syllabus for details for that course.

### Course Materials

- Orientation
- Policies and Guidelines
- Late Policy
- College Catalog
- Syllabus
- About Your Instructor
- A Note from Your Instructor
- Supplemental Materials
- Writing Help
- Course Guide
- Assignment Format
- Lessons
- Reading Assignments
- ProQuest Readings
- Lecture Notes
- Review Questions
- Threaded Discussion or Academic Forum Questions(non-graded)
- PowerPoint Presentations
- Textbooks

### Exams and Assignments

Assessments help students gauge their understanding of the course material through the grading process. There are two types of assessments: exams and assignments. The exams and assignments in a course vary in type and number. The types include multiple-choice, essay writing, and/or short answer. All lessons' materials are covered by the assignments and exams. Usually there is one assessment per lesson; however, there may be some exams that cover more than one lesson's material.

Please read the course syllabus GRADE WEIGHT section before starting to study to understand the exam and assignment expectations for that course.

- Multiple-Choice Exams
- Assignments
- Threaded Discussion Questions (TEM Courses Only)

## Account Access

Ashworth College students access their student account information, online courses, program schedule, transcripts, and grades in the Student Portal. All online courses reside on a custom version of the Learning Management System. Ashworth's online courses are designed to be engaging, user-friendly, and easy to navigate. Students can perform the following tasks online via the Student Portal and learning management system.

1. Set up student accounts; view and edit account information
2. View account balances and make tuition payments
3. View shipment status for current and completed courses
4. Access online courses and course materials for current and completed courses
5. Submit assignments, multiple-choice exams, and proctored semester exams
6. View assignment and exam grades
7. Access the Ashworth online library and Learning Resource Center
8. Be a part of Ashworth's online Student Community
9. View program/transcript upon evaluation
10. Download school forms and college catalog

## Communication with Students

Students are required to set up and maintain their profile information within the Ashworth College Student Portal (<http://students.ashworthcollege.edu>). It is the responsibility of the student to ensure that the information within the student profile is accurate and current. All e-mail correspondence from Ashworth College will be sent to the e-mail address listed on the student profile. Also, where applicable, materials will be shipped to the address on the student profile. Ashworth is not responsible for shipments or correspondence sent to the incorrect shipping address or e-mail address.

## Textbooks and Shipments

Each course consists of online or printed course materials, usually accompanied by a textbook or eBook from a national publisher. For courses that include eBooks, an eBook can be accessed immediately upon entry into the course. For courses that include textbooks, a textbook will be automatically shipped to the student when approximately two-thirds of the current/prior course has been completed, as long as payments are current. Students should note that there are no textbook shipments for the first two courses in most degree programs.

### Shipment Errors

Students who receive an incorrect or incomplete shipment should call Student Services for assistance. Students have 60 days to notify the school; after 60 days, students will be responsible for any replacement fees.

### Replacement Fees

Students who need to replace any study materials should call Student Services for assistance. There will be a replacement fee for each item plus a shipping fee(s). Replacement and shipping fees are due at the time of the request.

## Student Community

The Ashworth College Student Community (Community) is a fully interactive, student-driven, and staff-supported virtual campus that provides students a complete social learning experience from the day they enroll to graduation and beyond. The Community is comprised of different discussion forums that correspond to the various areas of study offered at Ashworth. What makes the Community special is that members have the unique opportunity to connect with other students, academic advisors, and faculty on their own terms, receive real-time support from anywhere at any time, attend weekly “live” streaming video events, receive personalized advice from career experts—all while making new friends, sharing opinions and experiences. The Community integrates excellent interactive and academic elements to create a fully supported social learning experience for our students. Visit the Community by clicking on the Community banner in the Student Portal.

## Academic Status

There are four categories of academic standing: *academic good standing*, *academic review*, *academic probation*, and *academic dismissal*.

To remain in *academic good standing*, a student must do the following.

### **Undergraduate**

- Complete the first mandatory course in the associate or bachelor’s program with a passing score (OR110 Achieving Academic Excellence)
- Earn a grade of at least 60 percent in each course to avoid being subject to *academic review*

A student will be placed under *academic review* when it is questionable whether the student will be successful in the program. Being placed under *Academic review* can delay subsequent course shipments by up to 30 days.

Students are placed under *academic review* if they do any of the following.

### **Undergraduate**

- Fail a lesson in the first course of their associate or bachelor’s degree program (OR110 Achieving Academic Excellence)
- Fail any exam(s) or assignment(s) in the undergraduate programs
- Disregard Ashworth’s academic honesty and/or student conduct policy

Students will be placed under *academic probation* if they do any of the following.

### **Undergraduate**

- Fail a course
- Violate Ashworth’s academic honesty and/or student conduct policy

*Academic dismissal* will result if students do any of the following.

### **Undergraduate**

- Fail the first course in the associate or bachelor’s degree program (OR110 Achieving Academic Excellence)
- It is determined that the overall academic performance is unacceptable
- Violate Ashworth’s academic honesty and/or student conduct policy

Students who are academically dismissed will not be allowed to enroll in any other degree or undergraduate certificate programs at Ashworth College in the future. A student who is dismissed for academic reasons will be required to pay the full contract tuition amount



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incurred. A student may appeal dismissal for academic or any other reasons by submitting an appeal to the Academic Review Board, within 10 days of being notified by Ashworth College of the dismissal. Decisions rendered are final and the student will be notified within 30 days of receipt of the appeal.



## How to Calculate GPA

Each letter grade is worth a certain number of grade points.

A = 4 points  
B = 3 points  
C = 2 points  
D = 1 point  
F = 0 points

■ **Example:**

In the first semester, a student's grades in the first five courses are: A, B, A, C, and A. The GPA would be calculated as follows.

**STEP 1:** Add the grade points for all courses taken during the semester.

A = 4 grade points  
B = 3 grade points  
A = 4 grade points  
C = 2 grade points  
A = 4 grade points  
17 total grade points

**STEP 2:** Divide the total number of grade points by the number of courses.

$$17 \div 5 = 3.40$$

GPA is 3.40

## Classes and Assignments

Students are provided online access to their first course immediately upon enrollment, and any associated course materials are shipped within one week of enrollment. Subsequent course shipments are automatically triggered when the student nears completion of each course. Students can begin their courses immediately upon enrollment but are free to set their own pace of study as long as they meet the maximum completion times for each semester or program.

Each course is composed of lessons. Each lesson typically contains lecture notes, assignments, and/or multiple-choice exams. Multiple-choice exams are auto-graded immediately upon submission and students can view their grades immediately. Writing assignments are graded within 7-10 business days from date of student's submission and students can view their grades along with faculty feedback and comments.

Students can track their shipments, access their online courses, submit assignments, take exams, and view grades via the Ashworth Student Portal.

Students generally take one (1) course at a time, in a specified sequence within each degree program or undergraduate certificate. Except in cases where transfer credits are being applied, course orders within a program or semester should be followed to ensure proper learning progression and sequencing through cumulative learning.

Students are strongly advised to write and save their work in a Word document prior to submitting them in the online classroom. By following this process, students will be able to spell check their work and have access to their work should the learning management system timeout on a student. Saving one's work on a Microsoft Word document will prevent students from losing any work, should the system timeout for any reason. Once students have saved their work in a Word document, they should highlight their assignment, copy (hold down "Ctrl" and "C") and paste their submission (hold down "Ctrl" and "V") into the appropriate location in the online classroom or submit the document as an attachment. Ashworth is not responsible for any lost work, time or efforts that may result from system timeout issues that occur in Brightspace.

## End-of-Course Survey

Students are to complete End-of-Course Surveys for each course that they have completed. The End-of-Course Survey includes questions on student engagement, student readiness, teacher and academic advisors support, technology, curriculum, resources, and other support. Student feedback through the End-of-Course Survey is an opportunity for students to have a voice in their program of study and is an essential part of our process of continual improvement.

## Completion Time

At the undergraduate level, Ashworth College offers two-year associate degree programs and four-year bachelor's degree programs in addition to one-semester undergraduate certificate programs.

Ashworth degree programs are self-paced, and students are encouraged to set their own schedules for completing coursework. However, setting and maintaining a regular study schedule will enable students to complete their coursework within the prescribed time limits detailed below. Students who do not complete their programs of study within the prescribed time limits should contact Student Services to seek an extension. The Student Portal has a Progress Tracker where students can monitor their progression through their program on a regular basis. Students may request 6-month extensions at \$125.00 each (This amount is subject to change).

Upon meeting graduation requirements, students will be awarded either a certificate or diploma based on their program of study. No assurance is made of eligibility for college admission or job placement. Acceptance for transfer of academic credits is determined by the receiving institution.

## **Undergraduate Programs**

### **UNDERGRADUATE CERTIFICATE**

An undergraduate certificate program can be completed in approximately six months; however, students are allowed a maximum of one (1) year from the date of enrollment to complete their program.

### **ASSOCIATE DEGREE**

An associate degree program can be completed in approximately two years (no more than 12 months for one semester); however, students are allowed a maximum of six (6) years from the date of enrollment to complete their program.

### **BACHELOR'S DEGREE**

A bachelor's program can be completed in approximately four years (no more than 12 months for one semester); however, students are allowed a maximum of eight (8) years from the date of enrollment to complete their program.

# Academic Policies

## Academic Honesty Policy

Academic integrity is the hallmark of excellence and the foundation of higher education which requires honesty in scholarship, research, and all course work. Students are expected at all times to submit their own work for all assignments, to present their own work and ideas in all discussions, and to properly cite original authors and others when referring to sources used. Students must succeed in their classes and programs without violating the Academic Honesty Policy.

To preserve the integrity of Ashworth College's programs and maintain the high quality of education, the Faculty and Administration must address any charge of a violation of the academic honesty policy. At each penalty level the case is reviewed by the Academic Review Board. The due process procedures include a formal request for inquiry and research to prove or disprove the charge. A proven violation carries academic penalties. Students who violate the Academic Honesty Policy will receive a warning on a first offense, will be placed on probation for a second offense, and will be dismissed from the institution on a third offense. Students may appeal the dismissal but may not appeal the warning or the probation. If an egregious violation occurs students may be immediately academically dismissed from their program. The Academic Review Board reserves the right to issue any penalty subject to the severity of the violation.

### Academic Honesty Violations

The following violation types deserve close attention because they summarize various violations of academic honesty. This list below is not exhaustive but captures the predominant violations which occur. Students must strive to honor the regulations to preserve the integrity of their grades and degrees.

### Plagiarism and Cheating

Plagiarism and cheating are acts of stealing and are types of fraud.

Plagiarism is an act of taking someone else's words or ideas and using them or representing them as one's own work. This includes not properly citing the source of the words or ideas. When students use direct quotations, they must use quotation marks and cite the relevant sources. When students paraphrase material, quotation marks are not used, but the sources still must be cited. Students must also cite sources for any use of language, ideas, theories, data, figures, graphs, programs, electronic information, or illustrations.

Cheating is an act of breaking rules of honest and original work. Cheating includes purchasing essays, copying another person's assignment, posting assignments online asking for solutions, or paying someone to do one's work. It also includes sharing one's own work, with another person or organization by allowing them to copy all or part of one's paper. Students are not permitted to share one's student username and/or password with others or an organization. Students are not permitted to receive, knowingly give, or attempt to give any unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course.

### Plagiarism Policy

Plagiarism refers to deliberately using someone else's work or ideas and presenting them as one's own without proper attribution or citation. This may be intentional or accidental. If a student is found to have plagiarized a written assignment, the following guidelines apply:

1. Instructors and graders use Grammarly to assess for plagiarism.

2. Grading follows the assignment rubric and awards or deducts points accordingly. Deductions for APA formatting should not exceed the percentage specified by the formatting section of the rubric if one exists.
3. As subject matter experts, it is imperative that instructors and graders focus on grading the totality of the written assignment. While using Grammarly is required, it does not replace the instructor's or grader's knowledge and discernment skills. The goal is to increase a student's understanding and comprehension of the materials and not to merely highlight instances of plagiarism in written assignments.
4. If plagiarism is less than 20%, the paper should be graded based on the rubric, and the student provided with feedback to make improvements. However, if plagiarism results from the "copy and paste" type process, where an entire section is copied, the guidelines in section five below should be used.
5. If plagiarism of 20% or above is found, the paper should be graded with a 1% along with an academic warning. It should also include information on resources in each school's Learning Resource Center (LRC), such as Penn Foster Writer's Block or Ashworth Writing Lab.
6. Different programs may have individual guidelines regarding the allowable level of plagiarism and allowable attempts. Check with your program for specifics.

Ashworth College has the right, at its discretion, to review any exams/assignments that have already been graded and to change the grade if plagiarism is found.

The result of the investigation may lead to the following disciplinary action that can include but is not limited to:

#### Warning

- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternative assignment

#### Probation

- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternative assignment
- Fail the assignment
- Dismissed from course, suspended from the institution

#### Academic Dismissal

- Academic dismissal from Ashworth College

### Policy on the Use of Artificial Intelligence in Assignments

#### Purpose

This policy outlines expectations for the responsible and ethical use of Artificial Intelligence (AI) tools, such as ChatGPT, in academic coursework. It supports academic integrity while recognizing that AI can serve as a valuable learning aid when used appropriately.

#### Policy Statement

Students may use AI tools in the completion of coursework unless otherwise specified by the assignment or instructor. However, all use of AI must be **clearly cited** in the submitted work. *This means acknowledging any content, ideas, or assistance provided by AI tools in a manner consistent with academic citation practices.* Failure to disclose and cite the use of AI-generated content—whether in part or whole—may be considered a violation of the institution's academic integrity policy.

Assignments are intended to evaluate each student's individual understanding, critical thinking, and communication skills. Overreliance on AI tools can undermine learning outcomes and diminish the educational

value of the assignment. Thoughtful and ethical use of AI is supported in this policy.

**Guidelines for Acceptable Use**

Acceptable uses of AI tools include, but are **not** limited to:

- Generating ideas or brainstorming
- Structuring responses or developing outlines
- Clarifying complex topics
- Summarizing or paraphrasing material
- Practicing citation formats

If AI is used to complete any substantive portion of an assignment, such as drafting, rewording, or summarizing content, the use must be clearly cited. Refer to the Artificial Intelligence Learning Resource Center for citation examples and guidance.

**Caution on AI Accuracy**

AI tools may provide inaccurate, outdated, or misleading information (“hallucinations”). They must not be used as the sole or primary source for academic work. Students are responsible for verifying the accuracy of all information submitted.

**Need Help? Visit the Artificial Intelligence Learning Resource Center**

Students are encouraged to use AI as a supportive tool, not a substitute for their own learning. For examples of acceptable AI use and proper citation formats, please visit the [Artificial Intelligence Learning Resource Center](#).

**Unauthorized Access to Official Ashworth College Materials**

Students may not take, attempt to take, or in any unauthorized manner gain access to, alter, or destroy any materials pertaining to the administration of the educational process (including exams, grade records, answer keys, etc.). Unauthorized access includes sharing one’s student username and/or password with another person or organization who is not authorized or enrolled as a student and is grounds for dismissal from the program.

**Misrepresentation, Falsification of Ashworth College Records or Academic Work** Students will not knowingly provide false information when completing Ashworth College forms or applications (including admissions forms, enrollment agreements, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.

**Malicious/Intentional Misuse of Computer Facilities and/or Services**

Students are strictly prohibited from the malicious or intentional misuse of computer facilities and/or services. Violations of state and federal laws (including copyright violations, unauthorized access of systems, alteration/damage/destruction or attempted alteration/damage/destruction, use for profit, etc.) or Ashworth College’s rules regarding computer usage (including account violations, damage or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) will result in immediate disciplinary action including and up to academic dismissal.

**Student Identification Numbers**

Student numbers are issued to specific people for the purpose of conducting Ashworth College business. Any abuse of these numbers shall be cause for permanent dismissal from the Ashworth College. Abuse includes but is not limited to obtaining student numbers, usernames, and/or passwords for malicious use or attempting to obtain for malicious use, false identification or attempted false identification, sharing student number with any other person or organization.

**Academic Honesty Appeal Process**

Students have the opportunity to appeal Academic Dismissal decisions through the Academic Honesty Appeal process. Requests for appeal must be sent to the Academic Review Board within 10 days of receiving the academic dismissal. An appeal form will be sent to the student when they are advised of dismissal. Student's account must be current prior to any appeal review.

Submitting an appeal does not guarantee re-instatement. If the decision on the appeal is to deny reinstatement, then that decision is final, and no further appeal is allowed. If it is decided that student will be reinstated, then student will remain on Academic Probation until the necessary improvements are made in student's academic performance. Failing to meet the Ashworth College standard may result in a second academic dismissal from the program. After a second dismissal as a result of academic performance, a student will forfeit their right to an appeal and will remain dismissed permanently.

**Academic Review Board (ARB) Process**

The Academic Review Board (ARB) is tasked with reviewing student academic records and conduct to determine appropriate action in cases where the student has displayed poor academic performance and/or when a student has violated policies regarding Academic Integrity or Student Code of Conduct policies. The ARB has the full range of disciplinary decision authority up to and including cancellation/dismissal.

This is a standing committee, meeting as needed.

1. The ARB Request is submitted by a faculty member and forwarded to the ARB Chair. Other appropriate documentation/verification of intervention measures, etc., should also be attached for review.
2. Each member reviews the student's record and indicates his/her decision recommending cancellation or retention.
3. A majority of the board members must agree to dismiss the student.
4. If the ARB opts for dismissal, the ARB Chair will email an ARB dismissal letter, with appeal options included, to the student.
5. A warning letter will be emailed to the student in certain situations.
6. Decisions regarding financial liability are made by the Program Director, the Regulatory member, and Student Services Escalation Specialist. Financial resolution is generally a flat cancel; these decisions are made on a case-by-case basis.
7. The student has a period of 10 days from dismissal in which they can appeal the decision.
8. The student can appeal the ARB's final decision on the student appeal through the grievance process outlined in the appropriate student handbook.



## Grading Policy

Each course is graded by taking the grade-weighted average of the grades received for the exams and/or assignments within the course. The following point totals correspond to the following grades:

### Undergraduate Programs

| PERCENTAGE | LETTER GRADE | GRADE POINTS | STANDARD     |
|------------|--------------|--------------|--------------|
| 90-100     | A            | 4.00         | Excellent    |
| 80-89      | B            | 3.00         | Good         |
| 70-79      | C            | 2.00         | Satisfactory |
| 60-69      | D            | 1.00         | Poor         |
| <60        | F            | 0.00         | Failing      |

### Undergraduate Grading Criteria

A = Excellent

The student has demonstrated a thorough understanding of the content and skills presented in the course, consistently initiates thoughtful questions, and can see many sides of an issue. The student writes logically and clearly. They also integrate ideas throughout the course and, as appropriate, from previously completed courses in a program.

B = Good

The student is an excellent writer, maintains consistent performance, and demonstrates an understanding of course content that goes beyond the minimum requirements.

C = Satisfactory

The student demonstrates a minimal comprehension of the skills and subject matter included in the course, and accomplishes only the minimum requirements, while displaying little or no initiative.

D = Poor

The student's performance is barely acceptable. Assignments are late or missing and there is not even a minimal understanding or mastery of course content skills.

F = Failing

Quality and quantity of work is unacceptable.

## Exam/Assignment Retake Policy

**UNDERGRADUATE PROGRAMS** (See Student Handbooks at the end of this catalog for the Veterinary Technician program.)

Students are allowed two (2) attempts on each Quiz or Assignment. Students are not required to resubmit an exam if they are satisfied with the score received on their first attempt. The highest grade will be recorded as the final grade for the assessment.

### **Semester Exam: Identity Verification Process**

We use Integrity Advocate to verify several pieces of information, including your identity. The short assessment does not affect your grade, but it's important to affirm the information before proceeding. Complete the quiz to verify your identity and continue in the program.

## Rapid Progression Policy

Ashworth monitors student progress through a Weekly Rapid Progression Report. We recommend completing no more than 15 exams in a 7-day period (calendar week is Sunday through Saturday). Completing 25 or more will result in appearing on the Weekly Rapid Progression report. If a student appears three consecutive times on the report, their coursework will be reviewed by the Academic Director of their Program. The outcome of the review may result in intervention by the Director of Academic Policy, with possible referral to the Academic Review board (ARB).

\*This policy does not supersede any program completion requirements.

## Conduct and Communications Policy

The Ashworth Conduct and Communications Policy refers to the respectful conduct of Ashworth staff, faculty and students in any school communications including student's course assignments, test responses and where applicable, threaded discussions. Respectful conduct also includes following all academic honesty policies that include, but are not limited to, protection of student IDs, usernames, and/or passwords, protection of course exams and assignments, responses to exams and assignments, and not sharing these with other persons, organizations, or websites. Violations of the Ashworth Conduct and Communications Policy will lead to disciplinary action up to and including dismissal from Ashworth College.

Ashworth provides students with different communication channels for communicating with its staff and faculty and responding to assignments and tests. Communication channels include e-mail, phone, mail, fax, chat rooms, and the Student Community. Other communications channels include the Student Portal or Brightspace, which are used for submitting course assignments, test and threaded discussion responses and communications to faculty.

It is college policy that Ashworth staff, faculty and students maintain respectful, professional, and polite conduct in all communications at all times. All staff, faculty and students are expected to treat one another with respect. Negative emotions, rude language, and/or profanity have no place in any type of communication channels including phone, written, electronic, etc. Any staff, faculty or student using irate, sarcastic, rude, harassing, or offensive language in any types of communication channels to any staff, faculty or student at the college will be subject to disciplinary action up to and including dismissal from Ashworth College.

In order to allow continual communications with Ashworth students, it is required that students update Ashworth College with any changes to the student's account information. Student account information can be accessed through the Student Portal or students can contact Student Services with any changes to student's name, address, e-mail, or phone number.

NOTE: Ashworth official communications are sent by email or mail. Most official forms require electronic communication by e-mail, unless forms or directions state otherwise. Students are held responsible for official Ashworth communications sent to students. Students should check their email accounts regularly and respond, where needed, to any communications sent from Ashworth College.

## Student Affairs

### Registrar

The Office of the Registrar performs the following functions.

- Formulation of degree plans based on transfer credits awarded
- Assessment and conferral of degrees and certificates
- Serves on the Academic Review Board

### Academic Advising

Ashworth College encourages students to take advantage of the knowledgeable academic guidance available through our academic advisement team by e-mail, mail, or by appointment. All student questions and inquiries will be responded to in a timely manner by Ashworth academic advisors and the customer service team. Through the Ashworth online Student Portal, students may review course materials; track program and lesson progress, shipments, and grades; check account balances and make tuition payments; request academic guidance or customer support; access the online library; and participate in the Student Community.

### Standards of Progress

Ashworth evaluates Standards of Progress at the beginning of the first semester and at the end of each semester. A semester is defined by a 5-course semester of academic study at the undergraduate level. The cumulative grade point average is used as a qualitative measure of Satisfactory Academic Progress (SAP). Ashworth provides written notification to a student who is failing to achieve Satisfactory Academic Progress standards.

Cumulative Grade Point Average (CGPA): CGPA is the qualitative measure of SAP, meaning that it measures the quality of the grades that a student earns in their courses. Only credits completed at Ashworth with a final grade of "A" through "F" are included in the CGPA calculation.

To meet SAP requirements, students must maintain a CGPA that meets or exceeds the minimum requirements as shown in the Satisfactory Academic Progress Progression Table below. Students who fail to meet CGPA requirements also fail to meet SAP requirements and will be placed on Academic Probation. (See "Academic Status" section.)

| <b>Satisfactory Academic Progress Progression Table</b> |                     |
|---|---------------------|
| <b>Program</b>  | <b>Minimum CGPA</b> |
| Associates  | 1.00                |
| Bachelors   | 1.00                |
| Undergraduate Certificate                               | 1.00                |

*\*Credits transferred in from another college or university via an official Transfer Credit Evaluation are factored into credit completion.*

## Academic Dismissal

Academic dismissal refers to the disenrollment of a student from a course or program of study by Ashworth College. Reasons for academic dismissal include, but are not limited to, the following.

- Failure to provide acceptable proof of high school graduation or equivalent within 90 days of enrollment.
- Failing the first mandatory course in the program of study (OR110, Orientation)
- Poor or unacceptable performance and grades in courses
- GPA falling below acceptable thresholds
- Acts of plagiarism and academic dishonesty
- Posting homework, and/or answers to homework online or requesting answers to assignments
- Sharing student usernames and/or passwords with other persons or organizations
- Unprofessional communications with Ashworth faculty, staff, and other students

Students who have been academically dismissed from Ashworth College are not eligible for reinstatement or readmission unless an appeal is submitted by students to the Academic Review Board Chair and accepted by the Program Director.

## Administrative Cancellation

Administrative cancellation refers to the cancellation of a student enrollment from a program of study per the student's request. Students whose accounts have been canceled (but have not been academically dismissed) are eligible for reinstatement or readmission.

Students who are administratively canceled from the identified course(s) will receive the grade of AC on their academic record. The AC grade has no effect on the student's academic GPA. The student will be notified of the Administrative Course Cancellation to their primary e-mail from Student Services.

Students who choose to cancel their enrollment may be entitled to a refund or may owe the school additional tuition. The tuition amount due is based on the enrollment period, number of lessons completed, and the amount paid. The tuition balance or refund that is due will be determined by the Tuition Protection Agreement printed on the back of Ashworth's Enrollment Agreement.

## Transferring Ashworth College Credit to a Different Institution

A student may wish to transfer coursework from Ashworth College to another institution. The following is to be considered carefully.

- Each institution determines its own policy for accepting transfer credits.
- Normally, to qualify for credit in another institution, the coursework the student wishes to be considered for transfer credit must be reasonably similar to coursework that the receiving institution offers.

To transfer credits from Ashworth College, the student must request that an official transcript of completed coursework be sent to the new institution. An official transcript is one sent from the records officer at the sending institution directly to the designated records officer at the receiving institution.

The other institution may respond to a student's request for transfer credit by:

- Accepting the credit claimed (although some institutions may not give full value).
- Accepting the credit claimed when the student passes a test covering the subject matter.
- Requesting additional information to verify, e.g., a syllabus
- Not accepting the credit claimed.

Students should be sure to keep learning guides, textbooks, other study materials and printed copies of online study materials in case these materials are needed for transfer credits verification by the receiving institution.

Ashworth College does not maintain a list of colleges and universities that accept Ashworth College credits.

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## Proctored Exams

### When to Expect a Proctored Exam

Students can expect to take proctored exams under the following situations.

- Semester exams for all undergraduate certificate programs
- Semester exams for all associate's and bachelor's programs

### Nominating a Proctor

Students must nominate proctors for the semester exams (*For students enrolled on or before February 23, 2024*) by completing and submitting the *Proctor Nomination Form*. Proctor nominations should list two qualified people, living in the student's general area, who are willing to monitor the semester exams. Student Services will select one person from the student's nomination list to proctor all semester exams.

Students will need to nominate a proctor only one time unless that proctor is later unavailable to monitor exams or continue as a proctor. Students may choose to submit the name of only one proctor candidate if that person is a high school or college administrator, faculty member, guidance counselor, librarian, or member of the clergy. A student in the military may use a test-control officer. In general, acceptable proctor candidates must be responsible individuals with whom no conflict of interest exists. For example, a fellow student, a relative of any kind (by blood or marriage), a roommate, or an immediate supervisor is not a suitable proctor candidate under any circumstances. Students are solely responsible for locating suitable proctor candidates. Proctors should be willing to provide this service free of charge; otherwise, it will be student's responsibility to pay any proctor fees. Forms and submission instructions are available in the Student Portal.

When it is time for the student to take the proctored exam, Ashworth's system will automatically send the exam and an access code to the proctor. The student and the chosen proctor must decide on a time and place to take the exam. The student will take the exam online in the presence of the proctor after the proctor accesses the exam using the code provided. Proctors are required to confirm the students' identity through valid government-issued photo identification. If the student is not taking the proctored exam online (the exam is either mailed or e-mailed to the proctor), the proctor must sign a statement that the exam was taken under the appropriate conditions, place the completed examination package along with a signed Certification of Compliance in a sealed envelope, sign the sealed flap, and return the envelope immediately to Ashworth College to be graded. The proctor must make copies of the scan sheets to keep until receipt of the student's exam at Ashworth College has been confirmed. Students will be notified promptly of all exam results.

A \$20 proctored exam fee will be charged when students take the proctored exams offline at the end of each semester. There is no charge for taking exams online.

**Proctored Semester Exams**

At the end of each semester, students are required to take a proctored, online semester exam. Students must have a minimum grade point average of 1.00 to be eligible to take a semester exam. The purpose of each semester exam is to evaluate the student's ability to conceptualize and integrate content from all the courses taken in a particular semester. Semester exams are proctored, timed, and scheduled at the convenience of the proctor and student. Students may use their textbooks, online and printed course materials, and notes during the exam, but may not use the Internet or previously saved electronic files. If applicable, students may access eBooks within their courses. Proctors must directly monitor all online use to ensure that Ashworth online courses and associated eBooks are the only Internet resources accessed.

Semester exams are graded on a pass/fail basis and the semester exam scores are not factored into the individual course percentages or letter grades. The student must pass each section of the semester exam, earning no less than the applicable passing score of 70 percent for undergraduate semester exams to continue in the program. Students who fail the first attempt will be given one retake opportunity for each section in order to obtain the passing score. Students who fail a semester exam on their second attempt will be placed on academic review. Certain factors will be considered in determining whether the student will be permitted to remain in the program or be permanently dismissed. These factors include, but are not limited to, the student's grade point average for the semester, the number of semesters completed, and the scores earned on the first and second attempts.

**For students who enrolled on or after February 24, 2024:**

The purpose of each semester exam is to verify several pieces of information, including your identity. Semester exams are administered by Integrity Advocate. The short assessment does not affect your course grade or your grade point average, but it is a requirement to affirm the information before proceeding. Complete the quiz to verify your identity and continue in the program.

The student must pass the semester exam to continue in the program. Students who fail the first attempt will be given one retake opportunity. Students who fail a semester exam on their second attempt will be placed on academic review.

**UNDERGRADUATE PROGRAMS**

Associate and bachelor's degree students will take a proctor-supervised exam at the end of each semester. Undergraduate certificate students will take a proctor-supervised exam at the end of their semester-long program. In the associate degree program, there are four (4) proctored semester exams, one at the end of each semester. In the bachelor's degree program, there are eight (8) proctored semester exams, one at the end of each semester. In the undergraduate certificate program, there is one (1) proctored exam at the end of the program.

The semester exam consists of five sections that cover the five courses taken in a particular semester; each section consists of ten (10) multiple-choice questions. Students are given three (3) hours to complete the semester exam. Students must earn at least 70 percent in each section of the semester exam to continue in the undergraduate degree or certificate program. For each section failed on the first attempt, students will be allowed 36 minutes to retake that section on the second attempt. Failed semester exams/sections must be retaken within 90 days.



## Awards

Students enrolled in degree and certificate programs have opportunities to earn the following academic awards.

### DEAC Student of the Year Award

The DEAC Student of the Year honor is awarded by the Distance Education Accrediting Commission (DEAC) on an annual basis to students who have exhibited outstanding academic performance, overcome barriers and obstacles to learning, and have demonstrated exemplary behavior and attitude in their dealings with staff, faculty, and peers.

### Delta Epsilon Tau National Honor Society

Graduating Ashworth College students who have earned an associate or bachelor's degree with a cumulative GPA of 3.5 or higher can be nominated for membership in Delta Epsilon. Delta Epsilon Tau was established by the Distance Education Accrediting Commission (DEAC) to recognize the achievements of individuals who worked diligently to acquire knowledge and skills from an accredited distance learning institution. As Delta Epsilon Tau's first chapter in the state of Georgia, Ashworth was given Alpha Chapter status. Students eligible for Delta Epsilon Tau may contact the Student Services department for application criteria.

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## Learning Resource Center and Library Services

Students can access both the Learning Resource Center and the library via the Learning Resources tab in the Student Portal.

The Learning Resource Center (LRC) is located on the Student Portal. The LRC provides a variety of resources to the Ashworth College community in order to encourage the achievement and success of every Ashworth student. These are found in the College School Center. The LRC's College Center provides tips, tutorials and answers for those students conducting research and writing papers. The LRC also provides resources to supplement those in the online library so that students may have access to a wider range of materials relevant to their coursework. Students may also participate in discussion forums in the LRC where they can ask questions regarding finding resources for specific assignments or subjects.

Access to the Student online library is free and provided upon enrollment.

## Technology Requirements

Students must have Internet access and an active e-mail address. General coursework requires a reliable internet connection and a recently updated browser. Individual courses may have specific hardware and/or software requirements.

## Tuition, Fees, and Payment Options

NOTE: Tuition and fees are subject to change without notice. Students should confirm current tuition and fees on the Ashworth Web site. Optional Service Fees are non-refundable.

### Tuition

The total program tuition cost depends on which program students are interested in enrolling. For degree programs, Ashworth enrolls students one semester at a time. For an Associate degree, there are four semesters, so the total program cost is for four semesters or four times the semester tuition cost. The Bachelors program is eight semesters, so the total program cost is for eight semesters. Tuition may vary over time, so check the website for the most current semester tuition costs. Tuition information and details are listed by program on the Ashworth website at [www.ashworthcollege.edu](http://www.ashworthcollege.edu).

### Fees\*

| Fee                                     | Purpose of Fee   | Fee Amount   | Trigger   |
|---|--|--|---|
| Standard Shipping/Handling Fee          | Students are charged for the course material shipping costs per semester.  | \$65.00 per semester   | Student enrolls into a degree or certificate program or into a new semester |
| Official Transcript Request Fee         | There will be a fee for any transcripts requested.   | \$15.00 per printed official transcript  | Student requests a copy of their official transcript                        |
| Late Fee                                | A late fee will be charged for each monthly payment that is not paid within 10 days of its due date.                 | \$12.00 per late payment   | Student does not pay monthly payment within 10 days of its due date.        |
| Dishonored check, draft, or money order | For any check, draft, or money order that is returned for insufficient funds, student will be charged a \$20.00 fee. | \$20.00 per dishonored check, draft, or money order  | Student pays via a dishonored check, draft, or money order                  |
| Registration Fee                        | Registration fee   | The lesser of<br>(a) 20% of the Tuition or<br>(b) \$200 and is applicable to the first semester only | Student enrolls into a degree program or a certificate program              |



| <b>Fee</b>                          | <b>Purpose of Fee</b>  | <b>Fee Amount</b>   | <b>Trigger</b>   |
|-------------------------------------|--|---|--|
| Six Month Extension Fee             | Students who do not complete their program of study within the prescribed time limit must request a six-month extension. | \$125.00<br>(subject to change)                                   | Student requests 6-month extension   |
| Additional/ Replacement Diploma Fee | Fee for each additional/replacement diploma requested.   | \$25.00   | Student requests an additional/replacement Diploma                               |
| Collection Agency Fee               | A collection fee is added when account is placed with an outside collection agency                                       | Amount is 20% of liability, or 20% of balance on canceled account | When account is past due 120 days it is placed with an outside collection agency |

## Payment Options

### Monthly Payment Plan Option

Students can make a small down payment and break the remaining tuition into low, interest - free monthly payments. Each month Ashworth sends a statement to the student that reflects the current balance. Students are allowed to adjust the payment amount and due date. Ashworth provides students maximum flexibility by allowing them to enroll in just one semester at a time. There are no hidden fees, and all textbooks are included in the tuition amount.

For students making monthly payments, the first monthly payment is due one month after Ashworth accepts the student Enrollment Agreement; subsequent payments are due every month thereafter. Students will be invoiced each month until their tuition is paid in full.

Students who signed up for Auto Bill Pay will have their credit card or bank account debited every month until their tuition is paid in full. Students are responsible for updating account information should the card expire or be closed, in order to avoid late or returned -payment penalties. Students who are paying by check will have the check sent to their bank for payment electronically through the automated clearinghouse. If there are insufficient funds in the student's account, Ashworth may resubmit the check for payment and a collection fee may be imposed. The first amounts we receive from the student in monthly payments will be credited toward the Nonrefundable Fees, Administrative Fees, and/or Registration Fees.

A LATE FEE of \$12 will be charged for each monthly payment that is not paid within 10 days of its due date.

For any check, draft or money order that is returned for insufficient funds (NSF), student will be charged a \$20.00 fee and Ashworth will resubmit for payment. For students using the Auto Payment option, they are responsible for keeping the account information updated to avoid any late or returned payment penalties. For any default that is not cleared within 15 days of Ashworth notifying student of non-payment, Ashworth College reserves the right to call the entire program obligation due and payable immediately, plus any collection or attorney's fees, and the student will not be entitled to any refunds. Payments should be made in US dollars only. Students in Canada and foreign countries will be responsible for payment of any applicable custom duties.

Students must remain current with their monthly payments in order to continue to receive their course materials.

## Collections Policy

Students are encouraged to stay in contact with the institution to remain current with their payment plans. Students will be notified if their payment plan becomes past due. If a student's account remains past due, multiple attempts will be made to notify the student of his/her outstanding balance.

In the event a past due account remains outstanding for more than 60 days, the student will have a financial hold placed on his/her account. The financial hold will block the student from accessing the student portal.

After multiple attempts to resolve the outstanding balance with the student and after a financial hold has been placed on the student's account, the remaining balance owed may be referred to a third-party collection agency. The institution does not sell its receivables and works to ensure any third-party agency treats students ethically and fairly. Students are responsible for all fees, interest charges and other costs associated with the collection agency. Collection agencies may report outstanding balances to one or more credit bureaus.

The institution will review its use of collections agencies annually. This review will include:

1. A review of any complaints received from students and regulatory agencies regarding collections practices.
2. The Better Business Bureau report of the collection's agencies used by the institution.
3. An in-person visit to discuss the annual review with the collection's agencies.

## Payment Methods

In addition to checks and money orders, Ashworth also accepts Visa®, MasterCard®, American Express®, and Discover®. Students can choose to pay by mail, phone, or online.

- By Mail: When the monthly statement arrives, students should include a check, money order, or credit card information, and mail the payment in the enclosed postage-paid envelope by the due date indicated on the statement.
- By Phone: Credit card, debit card, and electronic check payments are accepted over the phone. Students should contact a Student Services representative at 800-224- 7234 during normal business hours.
- Online: Students can make online payments through the Ashworth Student Portal at any time by credit card, debit card, or electronic check. Students should log into the online Student Portal and follow the simple, step-by-step instructions.

### Auto Bill Pay

Students can use a credit card to sign up for Auto Bill Pay and receive a savings on their tuition amount.

### eStatements

Students can sign up for eStatements via the Student Portal.

### International Students

Tuition payment must be made in U.S. funds only. Students in Canada and other foreign countries will be responsible for payment of any applicable transfer fees and customs duties.

### **Tuition Reimbursement**

Some employers pay for education tuition for their employees. Students should check with their employers to see if they qualify for tuition reimbursement under the Employee Education Assistance Act, IRS Code, Section 127.

### **Tuition Reimbursement Documents**

Students sometimes need a copy of their account history for their own records or to submit to employers or others for reimbursement. Following are the instructions on how to print a copy of account history.

- Go to Student Portal
- Click on **Account** and **Account History**
- Click on download button in the upper right-hand corner of **Account History**
- Print document or you may have to right click on document and click **Save As** to save as a file and then print.

### **Re-enrollment**

Students who voluntarily drop out of their degree or certificate programs for any reason and seek readmission into these programs should complete the *Program Readmission Form* and submit it to Student Service to be reinstated in their original program. Readmission is granted at the discretion of Student Services. All past- due balances must be paid prior to readmission. Students who have been academically dismissed from their program will not be granted readmission.

## Refund Policy

### General Cancellation/Refund Policy

Students may cancel their program at any time. Cancellation requests may be submitted in any manner, but a written request is recommended.

| <b>If Student Withdraws</b>  | <b>Amount Student Owes</b>                                     |
|--|--|
| Within 5 calendar days of the day the student enrolls/signs this Agreement   | \$0 – Full Refund  |
| After 5 calendar days:   |  |
| If the student has not submitted any lessons   | Nonrefundable Fees +<br>Registration Fees                      |
| If the student is a resident of the U.S. state of Georgia, and has submitted at least one lesson, up to and including 5% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 5% of<br>Tuition   |
| If the student is a resident of the U.S. state of Georgia, and has submitted more than 5% of the lessons, up to and including 10% of the lessons, or, for non-Georgia residents, has submitted at least one lesson, up to and including 10% of the lessons | Nonrefundable Fees +<br>Registration Fees + 10% of<br>Tuition  |
| If the student has submitted more than 10% of the lessons, up to and including 25% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 25% of<br>Tuition  |
| If the student has submitted more than 25% of the lessons, up to and including 50% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 50% of<br>Tuition  |
| If the student has submitted more than 50% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 100% of<br>Tuition |



**VA Educational Program/Cancellation/Refund Policy**

The following refund policy applies ONLY to those students enrolled under the VA Education Program.

| <b>If Student Withdraws</b>  | <b>Amount Student Owes</b>                                     |
|--|--|
| Within 10 calendar days of the date of the student's enrollment  | \$0 – Full Refund  |
| After 10 calendar days:  |  |
| If the student has not submitted any lessons   | Nonrefundable Fees +<br>Registration Fees                      |
| If the student is a resident of the U.S. state of Georgia, and has submitted at least one lesson, up to and including 5% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 5% of<br>Tuition   |
| If the student is a resident of the U.S. state of Georgia, and has submitted more than 5% of the lessons, up to and including 10% of the lessons, or, for non-Georgia residents, has submitted at least one lesson, up to and including 10% of the lessons | Nonrefundable Fees +<br>Registration Fees + 10% of<br>Tuition  |
| If the student has submitted more than 10% of the lessons, up to and including 25% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 25% of<br>Tuition  |
| If the student has submitted more than 25% of the lessons, up to and including 50% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 50% of<br>Tuition  |
| If the student has submitted more than 50% of the lessons  | Nonrefundable Fees +<br>Registration Fees + 100%<br>of Tuition |

**Refunds**

The refund due to the student will be the Amount Paid to Date less the Amount Owed by Student as of the date the student cancellation is accepted and processed. If the Amount Owed by Student is greater than Amount Paid to Date as of the date of cancellation, the student owes Ashworth the difference and such amount is payable within 30 days. Upon cancellation, a student whose tuition is paid in full is entitled to receive all materials, including kits and equipment.

Refunds that are issued to students are returned by the same method payment was received. Most credit card payments are returned in 2-3 days. Checks are returned within 30 days. All students who qualify for a refund under the terms of the enrollment agreement may initiate the cancellation by mail, phone, or e-mail. We process the request the same day. If a student has received all of course material, Ashworth does not issue a refund. Students can request all of their materials at any time once they have paid the tuition balance in full.

# Rights and Responsibilities

## Student Responsibilities

While Ashworth College is here to provide all students an opportunity to learn in an online environment that is functional and easy to use, students also hold a responsibility to Ashworth College and their studies. All students are expected to:

- Respect their peers and instructors.
- Maintain good academic standing while at Ashworth College.
- Understand and follow all Ashworth College policies and understand the consequences for violations.
- Protect student username and/or password by not sharing with any other person or organization, this is grounds for dismissal.
- Follow all deadlines to ensure successful completion of courses.
- Complete all assignments and assessments.
- Grow academically and intellectually.

## Maintenance and Confidentiality of Student Records Policy

It is the policy of Ashworth College not to release educational or financial information to anyone other than the student regardless of their age.

In order for Ashworth College to release information to anyone other than the student, Ashworth must have written consent from the student to do so. The student must complete the *Student Information Release Form*.

Ashworth College's policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords student certain rights with respect to their education records. This includes the following.

1. The right to inspect and review the student's education records within 45 days of the day Ashworth College receives a request for access
2. The right to request the amendment of the student's education records that the student believes are inaccurate
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the educational institution. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. As allowed within FERPA guidelines, Ashworth College may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. The right to file a complaint with the US Department of Education concerning alleged failure by Ashworth College to comply with the requirements of FERPA

At its discretion, Ashworth College may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may withhold Directory Information by notifying Student Services in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act.

## FERPA Policy – Student Right to Privacy Policy

### **Buckley Amendment**

The Buckley Amendment, or the Family Educational Rights and Privacy Act of 1974 (FERPA), is a law regarding the protection of a student's education records. A postsecondary school is required to provide certain privacy protections for those education records that it does maintain. Education records include both directory and non-directory information.

This law applies to institutions that receive federal funds through programs that are administered by the United States Department of Education. Ashworth College has adopted this policy as the industry standard in records' maintenance and operations.

### **Access to Information**

An "eligible student" under FERPA is a student who has reached 18 years of age or attends a postsecondary institution. In order to disclose education information about an eligible student attending Ashworth College, Ashworth requires written consent to share personally identifiable information beyond the directory information. However, there are a number of exceptions to FERPA's prohibition against nonconsensual disclosure of personally identifiable information from education records.

Internally, each Ashworth College employee's access to a student's education information is based on a legitimate educational interest and need to know.

### **Education Record**

An education record is any record that is maintained by Ashworth College in its educational process. Transcripts or a grade report would be examples of this.

**Directory Information**

FERPA does allow institutions to declare certain items to be defined as "Directory Information." Directory Information can be given out without the prior consent of the eligible student or parent. Ashworth's Directory Information is divided into two levels. The first level is general directory information. The second level is restricted to the use of our strategic partners in order to better serve our students.

**Level 1 – General Directory Information**

- Name
- Dates of Attendance
- Major
- Degree Awarded if any
- Distinction (Honors, Dean's List, etc.)
- Phone Number
- E-mail Address

**Level 2 – Restricted Directory Information**

- Student ID
- Social Security Number

Students may request that their Directory Information be made private.

Information that has not been declared Directory Information will require a release from the student before it can be shared.

**Examples of Confidential Information**

Examples of confidential information are below, although this is not an exhaustive list.

- Grades
- GPA
- Social Security Number

## Grade Challenge Policy and Procedures

Ashworth College faculty members are experts within their fields of study and have the final authority for assigning grades with the exception of grades that are found to be a result of arbitrary or capricious grading. If a student believes and is able to support with clear and credible evidence that capricious or unprofessional grading has taken place, a grade challenge may be initiated on an assignment or on a final course grade.

The Grade Challenge Policy provides guidance on grades within an active course and governs course final grades. Grade challenges may be made to the faculty on an individual assignment basis or submitted to the Academic Operations Coach on a final course grade.

**Challenges to individual assignments while a course is active**

Individual lesson assessment grades are to be handled between the student and faculty while a course is in session. The student must initiate contact with the faculty within one (1) week for individual lesson assignments (threaded discussions, multiple-choice exams, essays, etc.). The student must discuss the grade concerns with the faculty member who issued the grade. All grading challenges should be submitted via a student ticket through the student portal.

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**Challenges to a final course grade after the course has been completed**

The following policy and procedures apply to all final course grade challenges. *The Grade Challenge Form* is to be used only to challenge a **course** final grade.

1. If a student believes they received a final course grade based on capricious or unprofessional grading the student must discuss within seven (7) days of the final grade being posted the dispute with the faculty member who issued the grade. The correspondence must be tracked through a verifiable means such as e-mail.
2. If a satisfactory solution cannot be found, the student may obtain a *Grade Challenge Form* in the Student Portal. The form is to be completed and submitted to the Academic Administrator [atafordjour@ashworthcollege.edu](mailto:atafordjour@ashworthcollege.edu).
3. A *Grade Challenge Form* must be initiated within 30 days of the final course grade posting date.
4. After reviewing the *Grade Challenge Form* and supporting documentation for completeness, the form will be forwarded to the academic advising team or designated representative. If supporting documentation or recommendation is missing, the form will be returned to the student for completion.
5. The academic advising team may consult with the faculty member in an attempt to resolve the dispute. The original faculty member who graded the assignment or a different faculty member may be notified of the challenge and asked for their perspective.
6. Grade challenges may not be appealed beyond the Vice President and Academic Dan. All documents submitted for Grade Challenge are entered in the permanent record of student and faculty.

It is the student's responsibility to provide the necessary information to support the challenge. The student's *Grade Challenge Form* must include all required information as well as clearly written justification for the grade challenge to be considered. The burden of proof rests with the student to provide any additional supporting documentation. Examples of necessary information include medical verification if the exception is due to illness or copies of any documentation to substantiate the request being made.

## Student Complaint Policy

Student complaints should first be brought to the attention of the college by communication with academic advisors, student services advisors, instructors/faculty, or with a department or institutional representatives in question, who shall handle all student concerns with respect and concern. Many issues can be resolved informally once the college is made aware of the concern.

Should a student be unable to resolve the issue of concern informally, the student can submit a *Student Complaint Form* to the appropriate person as per the instructions on the form. It is important for the student to keep documents and records that provide evidence related to the issue of concern. This form is available through the Student Portal. If a student no longer has access to the Student Portal, the form may be requested to be sent by email or mail by contacting an Ashworth representative.

To file a complaint with Ashworth College, submit the *Student Complaint Form*, preferably via e-mail, within 30 days of occurrence of the issue or event. The *Student Complaint Form* and supporting documents need to be directed to the *appropriate* e-mail address below.

- Administrative issues, financial issues, technical issues, student service issues, or Student Community issues: Send form to [studentconcerns@ashworthcollege.edu](mailto:studentconcerns@ashworthcollege.edu)
- Instructional issues, instructor/academic advisor performance, program content, program effectiveness, or library service: Send form to [education@ashworthcollege.edu](mailto:education@ashworthcollege.edu).
- Other policy, harassment on the basis of sex, race, color, religion, national origin, age, disability, or sexual orientation: Send form to [studentconcerns@ashworthcollege.edu](mailto:studentconcerns@ashworthcollege.edu)
- Grades and grading issues: Please see the Grade Challenge Policy.

Upon submission of a complaint form and any supporting documents, the student will be notified of any outcome of an official review and determination within 30 days after Ashworth College receives the complaint.

## Student Complaint Right to Appeal

Once a student attempts to resolve a complaint through the Student Complaint Policy and/or in conjunction with resolution of a complaint through another channel such as phone, email, or mail and the student maintains the complaint as unresolved, the student is afforded the opportunity to appeal the outcome. Appeals must be submitted within seven (7) calendar days of the receipt of the outcome. The appeal must be in writing using the *Student Complaint Appeal Form* and documentation related to the complaint and attempts to resolve the complaint must be attached. The *Student Complaint Appeal Form* is located on the Student Portal or may be requested from a student representative. The appeal form must include a detailed description of the student's attempt to resolve the complaint, the steps taken to resolve the complaint, and the desired outcome of the appeal.

Send a file containing the completed form and documentation to:  
[studentconcerns@ashworthcollege.edu](mailto:studentconcerns@ashworthcollege.edu) Place in the subject line of the email: Student Complaint Appeal.

Appeals may also be sent by mail to:  
Ashworth College  
5051 Peachtree Corners Circle, Suite 200  
Norcross, GA 30092

The student will receive in writing the outcome of any appeal within fourteen (14) days after Ashworth College receives the *Student Complaint Appeal Form* and after school has received all requested information. Additional time may be needed as determined by the Head of Academic Services. Final institutional decisions are made by the Head of Academic Services. All documents will become a permanent part of a student's record.

If the student believes that the proposed resolution was unsatisfactory, students may follow the Student Grievance Policy. Please see the Student Grievance Policy for further information.

## Student Grievance Policy

A grievance may arise out of a decision reached or action taken by a member of the faculty, staff, or administration of Ashworth College. A basic grievance is that the college has violated a published policy. It does not include grade appeals. The purpose of the Student Grievance Policy is to provide a process for an impartial review and to ensure that the rights of students are properly recognized and protected.

The first step to resolve a grievance is to ensure that all informal channels of resolution and the Student Complaint Policy have been exhausted. If the student believes that the resolution received was unsatisfactory, the student has a right to appeal. Please see the Right to Appeal information in this catalog. If the student is still not satisfied with the appeal results, the student may contact any of the below agencies. Please note that these agencies require that a complainant work with the institution first to exhaust all avenues for resolution.

### **Georgia State Agency:**

State of Georgia Nonpublic Postsecondary Education Commission  
(GNPEC)  
2082 East Exchange Place, Suite 220  
Tucker, Georgia 30084-5305  
770-414-3300  
770-414-3309 (FAX)

The GNPEC grievance website is: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

### **Distance Education Accrediting Commission (DEAC):**

Distance Education Accrediting Commission  
1101 17<sup>th</sup> Street, NW, Suite 808  
Washington, DC 20036  
202-234-5100  
202-332-1386 (Fax)  
[www.deac.org](http://www.deac.org)

### **Better Business Bureau: BBB**

BBB online contact at [www.bbb.org](http://www.bbb.org)

## Non-Discrimination Statement

Ashworth College does not discriminate in admissions, access to, operation of, treatment or employment in its programs and activities on the basis of race, color, national origin, religion, creed, ethnicity, disability, age, marital status, sex, gender, sexual orientation, gender identity, veteran status, or any other legally protected status.



## Accommodating Students with Disabilities Act

Ashworth College believes in opportunity for everyone. Therefore, the school strives to meet the needs of all students by providing instructional support and student services which will enable them to reach their maximum potential. The school does not discriminate on the basis of race, color, gender, religion, national origin, age, or physical disability.

Ashworth College complies with Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR part 104 (barring discrimination on the basis of disability), and the Americans with Disabilities Act (ADA) of 1990 and the implementing regulations in 29 CFR part 1630 (1991). The school will offer a reasonable accommodation for any qualified student with documented disabilities provided the accommodation does not pose an undue hardship on the school or does not force the school to fundamentally alter the educational course, compromise its academic standards, or place the disabled individual in a better than equal position with nondisabled students. Students must complete the ADA form which is available on the student portal and submit it along with documented evidence of disability to [ADArequest@ashworthcollege.edu](mailto:ADArequest@ashworthcollege.edu) to be eligible for any accommodations. All completed requests for accommodations will be reviewed by the ADA Review Committee within five (5) business days. Students will receive written communication outlining the decision of the committee.

## Graduates from High School Special Needs Programs

Students who graduated from a High School Special Needs Program should notify Admissions at the time of their enrollment to confirm if accommodations will meet their requirements.

## Graduation Requirements

### Undergraduate Programs

#### **Undergraduate Certificate**

To earn an Ashworth College undergraduate certificate, a student must complete 15 credit hours with a minimum GPA of 1.00. This is a one-semester program of 5 courses; each course in a semester is worth 3 credits. The program includes 1 to 3 required courses. Students are able to choose the remaining courses as electives. There is a proctored exam at the end of this one-semester program to verify the student's identity.

#### **Associate Degree**

To earn an Ashworth College associate degree, a student must complete 60 credit hours with a minimum GPA of 1.00. The associate degree program is comprised of 4 semesters, and each semester has 5 courses. Each course in a semester is worth 3 credits; there are a total of 20 courses in each program. There is a proctored exam at the end of each semester to verify the student's identity.

#### **Bachelor's Degree**

To earn an Ashworth College bachelor's degree, a student must complete 120 credit hours with a minimum GPA of 1.00. The bachelor's degree program is divided into 8 semesters, and each semester has 5 courses. Each course in a semester is worth 3 credits; there are a total of 40 courses in each program. There is a proctored exam at the end of each semester to verify the student's identity.

## Graduation Items

#### Graduation Items

Upon graduation, students will receive the following:

- Electronic copy of Diploma or Certificate (allow 5 business days for delivery to email address)
- Paper copy of Diploma or Certificate (allow up to 6 weeks domestic and 12 weeks international for delivery)

## Graduation with Honors

Ashworth College awards degrees with honors to candidates who meet specified standards of academic excellence. Graduation with Honors is awarded to eligible undergraduate degree seeking and graduate degree seeking students. The honor is awarded upon graduation from a degree program.

Graduates will be recommended for graduation with honors on the basis of their overall grade point average for all college-level work attempted at Ashworth College. Respective standards are as follows.

### Undergraduate Degree Designations

| HONORS DESIGNATION | REQUIRED<br>OVERALL GPA |
|--------------------|-------------------------|
| Summa cum laude    | 3.90 – 4.00             |
| Magna cum laude    | 3.75 – 3.89             |
| Cum laude          | 3.50 – 3.74             |

## Graduation Ceremony

Starting in 2007, Ashworth began a tradition of celebrating and honoring the achievements of our graduates in a yearly graduation ceremony. Every year, hundreds of students make the journey to receive their high school and career diplomas, undergraduate certificates, as well as associate and bachelor's degrees. Information on graduation is posted on the Ashworth Web site early in the year for the summer celebration. Please note that the graduation date changes each year.

Students eligible to graduate must meet the graduation requirements for their specific programs. In order to walk across the stage and receive their degree, diploma, or certificate, students must register with Ashworth College, reserve a cap and gown through Ashworth College, and participate in the graduation rehearsal.

## Ashworth Career Services

When you need guidance to grow your career, Ashworth College's Career Services Portal is the career services portal that can help you make a good first impression. From the moment you enroll at Ashworth College, you have total access to this exclusive online career services toolkit that features step-by-step tutorials and templates you can use for your job hunt.

You must register with Ashworth College's Career Services Portal, powered by College Central Network, to use our services. Once registered, you may:

- Search for jobs posted exclusively to Ashworth College; search the Jobs Central® national job board and the Intern Central® national internship board.
- Build a résumé with Résumé Builder, or upload a résumé file to Resume Central® so you can apply directly to jobs and/or allow it to be searched by employers (if you so authorize). Your résumé will be reviewed by our office and must be approved before it can be sent to employers or submitted online to posted jobs.
- Build an online portfolio in Career Portfolio Central® to support your résumé and demonstrate your best work to employers.
- Review your job search history. Report offers/hires.
- Receive emails about programs, services and job-related topics.
- Gain access to announcements, upcoming events, career advice documents, career advice videos, podcasts and career articles from over 126 authors.

### Career Services

Visit Career Services in the Student Portal. Click on Learning / Learning Resources / Learning Resource Center / Career Services (on left tab). The following information can be found. The following information can be found.

- Resume writing guidance and templates
- Job search resources
- Job search guides and recommended books
- Job search websites
- Job search, portfolio development and resume storage software

### Career Guide

A Career Guide is provided to students as part of their course materials.

### Documentation of Employment after Graduation

Per the requirement of regulatory agencies, the school is required to collect and maintain graduate employment data. At or near graduation, graduates will be asked to provide the following information:

- Are you currently working?
- Employer name, address, telephone, your job title, start date, your job duties, and licensing passage status.
- Will you be on Active Military Service after graduation?
- Do you plan to continue your education at an accredited institution? If so where, when, and what program do you plan to start?
- Your employment, military, continuing education, and licensing status maybe verified by Ashworth and/or an outside third party.

# Faculty and Academic Advocates

## College Faculty

**Manal Abdullal**

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M.S. Instructional Tech, Bloomsburg University  
Doctor of Business Administration Information Systems & Enterprise Resource Management, California Intercontinental University

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## Academic Advisors

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B.A., General Studies, Ashworth College

A.S., Human Resources, Ashworth College

A.A., Liberal Arts, Tri-County Technical College

Vanessa Schab

B.S., Psychology/Clinical Counseling with a minor in Sociology, Kutztown University

Hannah Tillman

BA, English Education, University of West Georgia

Julia Wnuk

B.S., Criminal Justice, Rutgers University-New Brunswick

## Undergraduate Programs

*SPECIAL NOTE: Students should be aware that programs are developed to provide foundational knowledge and/or skills. Because state regulations vary, students should contact their state agencies to determine if this course is appropriate for their career goals. This applies particularly to para-professional careers such as law, education, and health-related fields.*

### Curriculum

Ashworth College offers undergraduate degree programs, as well as undergraduate certificate programs.

NOTE: Program and course offerings are subject to change. This can include course codes, course names, program structure, and courses offered within a program.

### Undergraduate Programs

The undergraduate programs include undergraduate certificates, associate degree programs, and bachelor's degree programs. There are three tracks to the associate degree programs: Associate of Arts, Associate of Applied Science, and Associate of Science. There are two tracks to the bachelor's degree programs: Bachelor of Arts, and Bachelor of Science.

#### Undergraduate Certificate Programs

Ashworth undergraduate certificates provide specialized knowledge within a specific discipline at the undergraduate level. An undergraduate certificate consists of one (1) semester of course work within a specialized area of study (5 courses of 3 credit hours each, for a total of 15 credit hours). Each certificate consists of one or more required courses along with a list of elective course options to provide students with a customized and focused program of study that meets their specific needs. All credits earned in an undergraduate certificate program will transfer to the corresponding associate or bachelor's degree program.

The Undergraduate Certificate programs are designed to provide students with the opportunity to earn college credits without enrolling in a degree program.

Prerequisite: High School Diploma or GED

Undergraduate Certificates are available in:

- Accounting (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)
- Business Management (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)
- Computer Information Management
- Construction Management
- Criminal Justice (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)
- Early Childhood Education
- Finance (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)
- General Studies
- Healthcare Management (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)
- Human Resource Management (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)
- Marketing
- Paralegal Studies
- Psychology
- Security Management (*Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025*)

**Undergraduate Certificate Program Listings**
**Accounting**

| Required                                 | Credits |
|--|---------|
| A01: Introduction to Accounting          | 3       |
| A02: Principles of Accounting I          | 3       |
| A03: Principles of Accounting II         | 3       |
| <b>Electives (select 2 courses)</b>      |         |
| A04: Intermediate Accounting I           | 3       |
| A05: Accounting Spreadsheet Fundamentals | 3       |
| A06: Intermediate Accounting II          | 3       |
| C09: Principles of Finance               | 3       |

**Business Management**

| Required                            | Credits |
|-------------------------------------|---------|
| C01: Introduction to Business       | 3       |
| <b>Electives (select 4 courses)</b> |         |
| A01: Introduction to Accounting     | 3       |
| C06: Business Ethics                | 3       |
| C09: Principles of Finance          | 3       |
| C13: Microeconomics                 | 3       |
| C15: Principles of Management       | 3       |
| C16: Principles of Marketing        | 3       |
| M03: Organizational Behavior        | 3       |

**Computer Information Management**

| Required                            | Credits |
|-------------------------------------|---------|
| K01: Windows Operating Systems      | 3       |
| <b>Electives (select 4 courses)</b> |         |
| K02: MS Office Applications I       | 3       |
| K03: MS Office Applications II      | 3       |
| K04: Computer Hardware Management   | 3       |
| K05: Computer Software Management   | 3       |
| K06: Local Area Networks            | 3       |
| K09: Web Site Design                | 3       |
| K10: Programming in JavaScript      | 3       |
| K11: Database Processing            | 3       |
| K12: System Analysis and Design     | 3       |

**Construction Management**

| Required                                 | Credits |
|--|---------|
| B01: Introduction to Construction        | 3       |
| B08: Construction Management             | 3       |
| <b>Electives (select 3 courses)</b>      |         |
| B02: Construction Materials and Methods  | 3       |
| B03: Drawings and Specifications         | 3       |
| B04: Safety Planning and Administration  | 3       |
| B05: Construction Surveying Fundamentals | 3       |
| B06: Cost Estimating                     | 3       |
| B07: Project Scheduling                  | 3       |

**Criminal Justice**

| Required                              | Credits |
|---------------------------------------|---------|
| J01: Introduction to Criminal Justice | 3       |
| <b>Electives (select 4 courses)</b>   |         |
| J02: Criminal Law                     | 3       |
| J03: Criminal Procedure               | 3       |
| J04: Policing                         | 3       |
| J05: Corrections                      | 3       |
| J06: Ethics in Criminal Justice       | 3       |
| J07: Private Security                 | 3       |
| J08: Domestic Violence                | 3       |
| J09: Juvenile Justice                 | 3       |
| J10: Criminal Investigation           | 3       |
| J11: Report Writing                   | 3       |

**Early Childhood Education**

| Required                                  | Credits |
|---|---------|
| E01: Careers in Early Childhood Education | 3       |
| <b>Electives (select 4 courses)</b>       |         |
| E02: Child Development                    | 3       |
| E03: Curriculum Development               | 3       |
| E04: Guidance and Discipline              | 3       |
| E05: Children's Literature                | 3       |
| E06: Creative Expression and Play         | 3       |
| E07: Art and Creative Development         | 3       |
| E08: Health, Safety, and Nutrition        | 3       |
| E09: Home, School, and Community          | 3       |
| E10: Exceptional Children                 | 3       |
| E11: Movement and Music                   | 3       |
| E12: Cultural Diversity                   | 3       |
| E13: Early Childhood Literacy             | 3       |

**Finance**

| Required                                | Credits |
|---|---------|
| C09: Principles of Finance              | 3       |
| <b>Electives (select 4 courses)</b>     |         |
| A01: Introduction to Accounting         | 3       |
| C07: Personal Finance                   | 3       |
| F01: Money and Banking                  | 3       |
| F02: Financial Institutions and Markets | 3       |
| F03: Financial Statement Analysis       | 3       |
| F04: Investments                        | 3       |

**General Studies**

| Required   | Credits |
|--|---------|
| EN120: English Composition I                               | 3       |
| C17: College Math OR MA240: College Algebra                | 3       |
| <b>Electives (select 3 courses - 1 from each category)</b> |         |
| <b>Science Elective</b>                                    |         |
| SC140: Elements of Chemistry                               | 3       |
| SC160: Basic Biology                                       | 3       |
| SC260: Introduction to Ecology                             | 3       |
| <b>Behavioral/Social Science Elective</b>                  |         |
| C04: Introduction to Psychology                            | 3       |
| C08: American Government                                   | 3       |
| C11: Macroeconomics  | 3       |
| C13: Microeconomics  | 3       |
| SO115: Essentials of Sociology                             | 3       |
| <b>Humanities/Fine Arts</b>                                |         |
| HS150: World Civilizations I                               | 3       |
| HS250: World Civilizations II                              | 3       |

**Healthcare  
Management**

| Required                            | Credits |
|-------------------------------------|---------|
| H03: Medical Terminology            | 3       |
| <b>Electives (select 4 courses)</b> |         |
| H01: Medical Office Management I    | 3       |
| H02: Medical Office Management II   | 3       |
| H04: Anatomy and Physiology I       | 3       |
| H05: Anatomy and Physiology II      | 3       |
| H06: Health Records Management      | 3       |
| H07: Medical Coding I               | 3       |
| H08: Medical Coding II              | 3       |

**Human Resource  
Management**

| Required                            | Credits |
|-------------------------------------|---------|
| M01: Human Resource Management      | 3       |
| <b>Electives (select 4 courses)</b> |         |
| M03: Organizational Behavior        | 3       |
| R01: Employment Law                 | 3       |
| R02: Training and Development       | 3       |
| R03: Compensation and Benefits      | 3       |
| R04: Human Relations                | 3       |
| R05: Labor Relations                | 3       |

**Marketing**

| Required                                 | Credits |
|--|---------|
| C16: Principles of Marketing             | 3       |
| <b>Electives (select 4 courses)</b>      |         |
| G01: Consumer Buying Behavior            | 3       |
| G02: Principles of Professional Selling  | 3       |
| G03: Principles of Retailing             | 3       |
| G04: Integrated Marketing Communications | 3       |
| G05: Internet Marketing                  | 3       |
| G06: International Marketing             | 3       |

**Paralegal Studies**

| Required                             | Credits |
|--------------------------------------|---------|
| P01: Introduction to Paralegalism I  | 3       |
| P02: Introduction to Paralegalism II | 3       |
| <b>Electives (select 3 courses)</b>  |         |
| P03: Torts                           | 3       |
| P04: Civil Litigation                | 3       |
| P05: Criminal Law and Procedure      | 3       |
| P06: Real Estate Law                 | 3       |
| P07: Law Office Management           | 3       |
| P08: Family Law                      | 3       |
| P09: Legal Research and Writing      | 3       |
| P10: Wills, Trusts, and Estates      | 3       |

**Psychology**

| Required                             | Credits |
|--------------------------------------|---------|
| S01: Introduction to Psychology I    | 3       |
| S02: Introduction to Psychology II   | 3       |
| <b>Electives (select 3 courses)</b>  |         |
| S03: Human Growth and Development I  | 3       |
| S04: Human Growth and Development II | 3       |
| S05: Social Problems                 | 3       |
| S06: Social Psychology               | 3       |
| S07: Abnormal Psychology             | 3       |
| S08: Psychology of Personality       | 3       |

**Security Management**

| Required                                 | Credits |
|--|---------|
| T01: Introduction to Security Management | 3       |
| <b>Electives (select 4 courses)</b>      |         |
| J07: Private Security                    | 3       |
| T02: Introduction to Terrorism           | 3       |
| T03: Incident Command Systems            | 3       |
| T04: Aviation Security                   | 3       |
| T05: Criminal Behavior                   | 3       |
| T06: Cyber Security                      | 3       |
| T07: Homeland Security and Public Safety | 3       |

**Associate Degree Programs**

Ashworth College offers three associate degree tracks: Associate of Applied Science, Associate of Arts, and Associate of Science.

**ASSOCIATE OF ARTS**

Associate of Arts degrees provides the basics of a college education. This is a broadly based degree program designed to provide students with a well-rounded education by combining a core set of general education courses with courses from several career-related disciplines.

This is a 4-semester program consisting of 60 credit hours (20 courses of 3 credit hours each) of college-level study. There are 33 general education credits and 27 elective credits. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, students can select a combination of courses from various disciplines, such as business management, criminal justice, marketing, and psychology to customize the program to meet their professional and personal goals. The Associate of Arts program is academically oriented and provides a foundation for admission into Ashworth's Bachelor of Arts degree programs without any additional academic preparation.

Prerequisite: High School Diploma or GED

The Associate of Arts degree is offered in:

- General Studies

**ASSOCIATE OF APPLIED SCIENCE**

Associate of Applied Science degrees provide students with a thorough understanding of concepts and applications in a specific concentration area. The associate programs have a strong focus on the area of specialization alongside basic general education courses. This is a 4-semester program consisting of 60 credit hours (20 courses of 3 credit hours each) of college-level study. There are 15-18 general education credits and 42-45 discipline credits.

The applied science programs provide a predominant focus on the core courses within the discipline and are vocationally focused. Programs in this track are oriented toward preparing students who wish to enter the workforce directly upon graduation; however, if desired, students would be prepared to enter into Ashworth College's bachelor's degree programs without any additional preparation.

Prerequisite: High School Diploma or GED

The Associate of Applied Science degrees is offered

in:

- Veterinary Technician

**ASSOCIATE OF SCIENCE**

Associate of Science degrees provide students with a thorough understanding of concepts and applications in a specific concentration area. The associate programs have a strong focus on the area of specialization alongside basic general education courses. This is a 4 -semester program consisting of 60 credit hours (20 courses of 3 credit hours each) of college-level study. There are 24 general education credits (8 courses of 3 credit hours each) and 36 elective and discipline credits (12 courses of 3 credit hours each). The Associate of Science programs provide a balanced focus on the core courses and basic general education with elective options in both categories. Associate of Science programs are academically oriented and provide a foundation for admission into Ashworth's Bachelor of Science degree programs without any additional academic preparation.

Prerequisite: High School Diploma or GED

Associate of Science degrees are offered in:

- Accounting
- Computer Information Systems
- Construction Management
- Criminal Justice
- Early Childhood Education
- General Business
- Healthcare Administration
- Human Resource Administration
- Marketing
- Paralegal Studies
- Psychology



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**Associate of Arts Degree Program Listings****ASSOCIATE OF ARTS IN GENERAL STUDIES** *(Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025)***Program Description**

The Associate of Arts in General Studies program is designed to provide students with a well-rounded education by combining a core set of general education courses with courses from several career-related disciplines. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, students can select courses from various disciplines such as business management, criminal justice, healthcare management, marketing, and psychology to customize the program to meet their professional and personal goals.

**Program Objectives**

1. Display the skills of time management, critical thinking, problem solving, decision making, written comprehension, communication, and research
2. Apply behavioral principles to fact situations, and reason to sound conclusions based on theory and practicality of solution
3. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
4. Express knowledge pertaining to a customized program of discovery that spans multiple disciplines
5. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
6. Demonstrate the basic writing skills that are especially relevant to academic assignments
7. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
8. Demonstrate proficiency with English composition, including the ability to use appropriate style, grammar, and mechanics in writing assignments
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

**Degree Plan: AA General Studies**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Math/Computer Science 100-200 level)</i>     | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 15         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 9          | 6        |
| <b>Semester 3</b> |  |         |      |            |          |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 6          | 9        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 3          | 12       |
|                   | <b>Total Credits Required</b>                                    | 60      | 0    | 33         | 27       |

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## Associate of Applied Science Degree Program Listings

### **ASSOCIATE OF APPLIED SCIENCE VETERINARY TECHNICIAN**

*This program is in Voluntary Terminal Accreditation with AVMA-CVTEA and there is a moratorium on admissions effective May 1, 2024. Programs in Voluntary Terminal Accreditation are still accredited and graduates of a program at Voluntary Terminal Accreditation are considered graduates of an AVMA CVTEA-accredited program.*

#### **Program Description**

The Associate of Applied Science Veterinary Technician program is designed to provide students with the entry-level knowledge and abilities to obtain employment as a veterinary technician. The goal of the program is to produce graduates that function as exceptional members of the veterinary health care team. The program provides a strong foundation in basic sciences along with the detailed course material needed to develop the technical and critical thinking skills needed by entry-level veterinary technicians.

#### **Program Objectives**

1. Explain the legal and ethical issues that affect the veterinary industry
2. Demonstrate proficiency at basic animal care and handling of companion animals, exotic animals, and farm animals
3. Demonstrate understanding of basic principles of business management, client education, and communications
4. Explain requirements for storage, handling, dispensing, and disposal of medications as well as legal requirements related to use of medications
5. Demonstrate competence in performing procedures related to veterinary anesthesia, surgical and medical nursing, diagnostic imaging, and other diagnostic and therapeutic techniques
6. Demonstrate competence in performing laboratory procedures in veterinary parasitology, clinical chemistry, hematology, urinalysis, cytology, and immunology
7. Demonstrate competence in performing basic nursing procedures on companion animals, exotic animals, and farm animals
8. Achieve a passing score on the Veterinary Technician National Examination

**Degree Plan: AAS Veterinary Technician**

| Course #          | Course Title                                  | Credits | Core | General Ed | Elective |
|-------------------|---|---------|------|------------|----------|
| <b>Semester 1</b> |   |         |      |            |          |
| OR110             | Achieving Academic Excellence                 | 3       |      | 3          | 0        |
| C02               | Business English                              | 3       |      | 3          | 0        |
| SC160             | Basic Biology                                 | 3       |      | 3          | 0        |
| VT101             | Introduction to Veterinary Technology         | 3       | 3    |            | 0        |
| VT103*            | Small Animal Husbandry and Restraint          | 3       | 3    |            | 0        |
|                   | <b>Semester Credits</b>                       | 15      | 6    | 9          | 0        |
| <b>Semester 2</b> |   |         |      |            |          |
| VT110             | Veterinary Anatomy and Physiology             | 3       | 3    | 0          | 0        |
| C17               | College Mathematics                           | 3       | 0    | 3          | 0        |
| VT112             | Veterinary Pharmacy and Pharmacology          | 3       | 3    | 0          | 0        |
| VT114             | Veterinary Practice Management                | 3       | 3    | 0          | 0        |
| VT116*            | Diagnostic and Therapeutic Techniques         | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>                       | 15      | 12   | 3          | 0        |
| <b>Semester 3</b> |   |         |      |            |          |
| VT201             | Veterinary Laboratory Procedures 1            | 3       | 3    | 0          | 0        |
| VT204             | Small Animal Nursing                          | 3       | 3    | 0          | 0        |
| VT206             | Veterinary Diagnostic Imaging                 | 3       | 3    | 0          | 0        |
| VT208             | Veterinary Anesthesia and Surgical Nursing    | 3       | 3    | 0          | 0        |
| VT210*            | Animal Diseases                               | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>                       | 15      | 15   | 0          | 0        |
| <b>Semester 4</b> |   |         |      |            |          |
| VT220             | Veterinary Laboratory Procedures 2            | 3       | 3    | 0          | 0        |
| C04               | Introduction to Psychology                    | 3       | 0    | 3          | 0        |
| VT224             | Laboratory and Exotic Animal Care and Nursing | 3       | 3    | 0          | 0        |
| VT226             | Large Animal Nursing and Medicine             | 3       | 3    | 0          | 0        |
| VT228*            | VTNE Review                                   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>                       | 15      | 12   | 3          | 0        |
|                   | <b>Total Credits Required</b>                 | 60      | 45   | 15         | 0        |

\* Students are advised that state and local laws and externship partners may restrict clinical experiences to those at least 18 years old.

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**Associate of Science Degree Program Listings****ASSOCIATE OF SCIENCE IN ACCOUNTING****Program Description**

The Associate of Science in Accounting program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in accounting. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Introduction to Accounting, Principles of Accounting, and Intermediate Accounting focus on preparing students for careers within the accounting field.

**Program Objectives**

1. Demonstrate an understanding of an accounting information system, the steps of the accounting cycle, and the application of GAAP
2. Apply knowledge of accounting processes and financial management principles to business situations and managerial decision making
3. Discuss how accounting rules are established, how financial statements can be used, and the components of a multiple-step income statement.
4. Demonstrate a foundation of business knowledge related to business ownership, marketing, risk management, and social responsibility
5. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
6. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
7. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, revise and edit one's work, and conduct academic research
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

**Degree Plan: AS Accounting**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| A01               | Introduction to Accounting                                       | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C01               | Introduction to Business   | 3       | 3    | 0          | 0        |
| A02               | Principles of Accounting I                                       | 3       | 3    | 0          | 0        |
| A03               | Principles of Accounting II                                      | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| C12/C13           | Business Law/Microeconomics                                      | 3       | 3    | 0          | 0        |
| A04               | Intermediate Accounting I  | 3       | 3    | 0          | 0        |
| A06               | Intermediate Accounting II                                       | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| C07/C09           | Personal Finance/Principles of Finance**                         | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

\*\*To complete a bachelor's degree, C09 is required.

**ASSOCIATE OF SCIENCE IN GENERAL BUSINESS****Program Description**

The Associate of Science in General Business program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in general business. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Principles of Management, Business Ethics, and Principles of Marketing focus on preparing students for careers within the business field.

**Program Objectives**

1. Apply sound management principles to the functions of planning, organizing, leading, controlling, and decision making within a business
2. Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning
3. Demonstrate an understanding of an accounting information system, the steps of the accounting cycle, and the application of GAAP
4. Demonstrate an understanding of major theoretical perspectives and concepts, and their application to a variety of employee issues and responsibilities in contemporary business life
5. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Apply fundamental processes, theories, and methods to business communication in the workplace and the overall writing initiative
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation.

**Degree Plan: AS General Business**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C15               | Principles of Management   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C05               | Business Communication   | 3       | 3    | 0          | 0        |
| C06               | Business Ethics  | 3       | 3    | 0          | 0        |
| A01               | Introduction to Accounting                                       | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| C16               | Principles of Marketing  | 3       | 3    | 0          | 0        |
| C07/C09           | Personal Finance/Principles of Finance**                         | 3       | 3    | 0          | 0        |
| C13               | Microeconomics   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| C12               | Business Law   | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

\*\*To complete a bachelor's degree, C09 is required.



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**ASSOCIATE OF SCIENCE IN COMPUTER INFORMATION SYSTEMS****Program Description**

The Associate of Science in Computer Information Systems program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in computer information systems. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Windows Operating Systems, Computer Programming, and Web Site Design, focus on preparing students for careers within the computer information field.

**Program Objectives**

1. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications.
2. Display proficiency with various Microsoft Office applications such as Word, Excel, Access, PowerPoint, and Outlook.
3. Demonstrate knowledge of computer programming, design, and development of databases, use of data modeling tools, structured query language (SQL), and Internet technology.
4. Demonstrate the effective use of webpage design principles, the basics of HTML coding, and how to create and maintain basic Webpages.
5. Demonstrate an ability to organize and access information strategically, work as part of an information technology team, and use the Internet to foster the effectiveness of systems.
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques.
7. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues.
8. Demonstrate proficiency with English composition, including the ability to develop essays and revise and edit one's work.
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra.
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation.

**Degree Plan: AS Computer Information Systems**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 3    | 0          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| K01               | Windows Operating Systems  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 6    | 9          | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| K02               | MS Office Applications I   | 3       | 3    | 0          | 0        |
| K03               | MS Office Applications II  | 3       | 3    | 0          | 0        |
| K11               | Database Processing  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| K07               | Computer Programming I   | 3       | 3    | 0          | 0        |
| K08               | Computer Programming II  | 3       | 3    | 0          | 0        |
| K09               | Web Site Design  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| K12               | Systems Analysis and Design                                      | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 27         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN CONSTRUCTION MANAGEMENT****Program Description**

The Associate of Science in Construction Management program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in construction management. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Cost Estimating, Project Scheduling, and Drawings and Specifications focus on preparing students for careers within the construction field.

**Program Objectives**

1. Discuss the history of construction, the construction team project sequencing, communication, and documentation, and the use of surveys in commercial, residential, and road construction
2. Apply knowledge of how to manage a construction project with responsibility and authority
3. Discuss the role of safety in the construction industry, including the cost and causes of accidents, workers' compensation, emergency response plans, environmental safety, and OSHA compliance
4. Display the skills of time management, critical thinking, problem solving, decision making, written comprehension, and communication
5. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
6. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
7. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation



**Degree Plan: AS Construction Management**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 0          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| B01               | Introduction to Construction                                     | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| B02               | Construction Materials and Methods                               | 3       | 3    | 0          | 0        |
| B03               | Drawings and Specifications                                      | 3       | 3    | 0          | 0        |
| B04               | Safety Planning and Administration                               | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| B05               | Construction Surveying Fundamentals                              | 3       | 3    | 0          | 0        |
| B06               | Cost Estimating  | 3       | 3    | 0          | 0        |
| B07               | Project Scheduling   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| B08               | Construction Management  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE****Program Description**

The Associate of Science in Criminal Justice program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in criminal justice. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Criminal Law, Criminal Investigation, and Juvenile Justice focus on preparing students for careers within the criminal justice field.

**Program Objectives**

1. Discuss how laws are created, the history of law enforcement, the court system, and the changing philosophies of the American correctional system.
2. Use critical thinking, creative and logical analysis, strategies, techniques, and the application of theory to solve complex problems related to police officer responsibilities.
3. Discuss the ideals of justice and the ethical behavior that criminal justice professionals should exhibit in the furtherance of justice.
4. Explain the investigation process and apply specific investigative and information-gathering techniques to meet the evidentiary requirements of specific crimes.
5. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications.
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques.
7. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues.
8. Demonstrate proficiency with English composition, including the ability to develop essays, revise and edit one's work, and conduct academic research.
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra.
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation.

A career in this field may require students to meet certain licensing, training, and other requirements that may vary by vocation and state. Students should check with their state, local government, and/or licensing board to research the requirements that may be applicable in their state.



**Degree Plan: AS Criminal Justice**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          |          |
| C10               | Introduction to Computers  | 3       | 0    | 3          |          |
| EN120             | English Composition I  | 3       | 0    | 3          |          |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          |          |
| J01               | Introduction to Criminal Justice                                 | 3       | 3    |            |          |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       |      | 3          |          |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       |      | 3          |          |
| J02               | Criminal Law   | 3       | 3    |            |          |
| J03               | Criminal Procedure   | 3       | 3    |            |          |
| J10               | Criminal Investigation   | 3       | 3    |            |          |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       |      | 3          |          |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       |      | 3          |          |
| J06               | Ethics in Criminal Justice                                       | 3       | 3    |            |          |
| J04               | Policing   | 3       | 3    |            |          |
| J05               | Corrections  | 3       | 3    |            |          |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       |      | 3          |          |
| SP180             | Principles of Public Speaking                                    | 3       |      | 3          |          |
| J09               | Juvenile Justice   | 3       | 3    |            |          |
|                   | <i>Elective (100-200 level)</i>                                  | 3       |      |            | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       |      |            | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN EARLY CHILDHOOD EDUCATION****Program Description**

The Associate of Science in Early Childhood Education program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in early childhood education. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Child Development, Guidance and Discipline, and Early Childhood Literacy focus on preparing students for careers within the early childhood education field.

**Program Objectives**

1. Outline current theories in early childhood development and discuss physical and psychosocial factors that lead to cognitive, language, and literacy development according to a child's age
2. Develop and implement appropriate curriculum for young children, fostering creativity and emotional, social, and verbal competence within the curriculum
3. Apply the guidance and discipline concepts applicable to children's behavior in preschool and primary school classrooms
4. Demonstrate an understanding of the partnerships with parents and others that teachers must create in order to achieve the best results for children in their classroom
5. Apply an understanding of how to teach young children to read and write during the preschool years
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, revise and edit one's work, and conduct academic research
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

A career in this field may require students to meet certain licensing, training, and other requirements that may vary by vocation and state. Students should check with their state, local government, and/or licensing board to research the requirements that may be applicable in their state.

**Degree Plan: AS Early Childhood Education**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| E01               | Careers in Early Childhood Education                             | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| E02               | Child Development  | 3       | 3    | 0          | 0        |
| E03               | Curriculum Development   | 3       | 3    | 0          | 0        |
| E04               | Guidance and Discipline  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| E13               | Early Childhood Literacy   | 3       | 3    | 0          | 0        |
| E08               | Health, Safety, and Nutrition                                    | 3       | 3    | 0          | 0        |
| E06               | Creative Expression and Play                                     | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| E09               | Home, School, and Community                                      | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.



**ASSOCIATE OF SCIENCE IN FINANCE**

Ashworth College is no longer enrolling into this program effective March 15, 2021.

**Program Description**

The Associate of Science in Finance program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in finance. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Money and Banking, Financial Institutions and Markets, and Investments focus on preparing students for careers within the finance field.

**Program Objectives**

1. Differentiate the roles and tasks of financial managers within various organizations
2. Demonstrate an understanding of an accounting information system, the steps of the accounting cycle, and the application of GAAP
3. Demonstrate the art of analyzing financial statements and the accompanying notes to identify the current financial health of a business enterprise
4. Demonstrate a foundation of business knowledge related to business ownership, marketing, risk management, and social responsibility
5. Fully discuss the evolution of the U.S. economy and the economic behavior of individual consumers and businesses
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

**Degree Plan: AS Finance**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C01               | Introduction to Business   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C09               | Principles of Finance  | 3       | 3    | 0          | 0        |
| C13               | Microeconomics   | 3       | 3    | 0          | 0        |
| A01               | Introduction to Accounting                                       | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| F01               | Money and Banking  | 3       | 3    | 0          | 0        |
| F02               | Financial Institutions and Markets                               | 3       | 3    | 0          | 0        |
| F03               | Financial Statement Analysis                                     | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| F04               | Investments  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN HEALTHCARE ADMINISTRATION** *(Ashworth College is no longer accepting new enrollments into this program effective 10/29/2025)***Program Description**

The Associate of Science in Healthcare Administration program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in healthcare administration. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Medical Terminology, Anatomy and Physiology, and Medical Coding focus on preparing students for careers within the healthcare field.

**Program Objectives**

1. Apply an understanding of medical office terminology, records management, patient, and laboratory procedures, and how to respond to medical emergencies
2. Present a clear understanding of the structure and chemistry of the human body, disease, and the integumentary, skeletal, muscular, nervous, and reproductive systems
3. Demonstrate knowledge of the proper coding of diagnoses and medical procedures
4. Display the skills of time management, critical thinking, problem solving, decision making, written comprehension, communication, and research
5. Explain how medical records are used, shared, and stored by the medical office, and the relationships between these records and medical care, legal, and insurance, or billing concerns
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation



**Degree Plan: AS Healthcare Administration**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| H03               | Medical Terminology  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| H01               | Medical Office Management I                                      | 3       | 3    | 0          | 0        |
| H02               | Medical Office Management II                                     | 3       | 3    | 0          | 0        |
| H06               | Health Records Management  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| H04               | Anatomy and Physiology I   | 3       | 3    | 0          | 0        |
| H05               | Anatomy and Physiology II  | 3       | 3    | 0          | 0        |
| H07               | Medical Coding I   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| H08               | Medical Coding II  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN HUMAN RESOURCE ADMINISTRATION****Program Description**

The Associate of Science in Human Resource Administration program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in human resource administration. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Human Relations, Employment Law, and Compensation and Benefits focus on preparing students for careers within the human resource field.

**Program Objectives**

1. Demonstrate proficiency with various elements of human resource management, including compensation, labor relations, recruiting, staffing, training, and performance management
2. Discuss why training and development are important to the success of an enterprise and how training and development are successfully carried out in an enterprise
3. Identify the main goals of a compensation function and describe the strategic role played by compensation practices for enterprises in competitive environments
4. Demonstrate a foundation of business knowledge related to business ownership, marketing, risk management, and social responsibility
5. Apply sound management principles to the functions of planning, organizing, leading, controlling, and decision making within a business
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation



**Degree Plan: AS Human Resource Administration**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C01               | Introduction to Business   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| R04               | Human Relations  | 3       | 3    | 0          | 0        |
| C15               | Principles of Management   | 3       | 3    | 0          | 0        |
| M01               | Human Resource Management  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| C06               | Business Ethics  | 3       | 3    | 0          | 0        |
| R01               | Employment Law   | 3       | 3    | 0          | 0        |
| R02               | Training and Development   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| R03               | Compensation and Benefits  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN MARKETING****Program Description**

The Associate of Science in Marketing program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in marketing. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Principles of Professional Selling, Consumer Buying Behavior, and Integrated Marketing Communications focus on preparing students for careers within the marketing field.

**Program Objectives**

1. Demonstrate a foundation of knowledge related to consumer behavior and the impact of marketing on consumers
2. Make effective marketing decisions through the application of the elements of an integrated advertising and marketing communications program
3. Demonstrate knowledge of setting up and operating a retail business in the global marketplace
4. Fully discuss the evolution of the U.S. economy and the economic behavior of individual consumers and businesses
5. Demonstrate a foundation of business knowledge related to business ownership, marketing, risk management, and social responsibility
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, revise and edit one's work, and conduct academic research.
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

**Degree Plan: AS Marketing**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C01               | Introduction to Business   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C16               | Principles of Marketing  | 3       | 3    | 0          | 0        |
| C05               | Business Communication   | 3       | 3    | 0          | 0        |
| C13               | Microeconomics   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| G02               | Principles of Professional Selling                               | 3       | 3    | 0          | 0        |
| G03               | Principles of Retailing  | 3       | 3    | 0          | 0        |
| G01               | Consumer Buying Behavior   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| G04               | Integrated Marketing Communications                              | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.



**ASSOCIATE OF SCIENCE IN PARALEGAL STUDIES****Program Description**

The Associate of Science in Paralegal Studies program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in paralegal studies. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Legal Research and Writing, Torts, and Law Office Management focus on preparing students for careers within the paralegal field.

**Program Objectives**

1. Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning
2. Describe the scope of paralegal activities; legal analysis, interviewing, and investigation; legal research and writing; and the elements of litigation
3. Discuss legal forms of business ownership, expenses, timekeeping, fee structures, billing, administrative reports, and miscellaneous administrative procedures
4. Demonstrate proficiency with the use of legal research tools and techniques
5. Demonstrate a foundation of business knowledge related to business ownership, marketing, risk management, and social responsibility
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

**Degree Plan: AS Paralegal Studies**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C01               | Introduction to Business   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C12               | Business Law   | 3       | 3    | 0          | 0        |
| P01               | Introduction to Paralegalism I                                   | 3       | 3    | 0          | 0        |
| P02               | Introduction to Paralegalism II                                  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| P09               | Legal Research and Writing                                       | 3       | 3    | 0          | 0        |
| P05               | Criminal Law and Procedure                                       | 3       | 3    | 0          | 0        |
| P03               | Torts  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| P07               | Law Office Management  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**ASSOCIATE OF SCIENCE IN PSYCHOLOGY****Program Description**

The Associate of Science in Psychology program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in psychology. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Social Psychology, Human Growth and Development, and Psychology of Personality focus on preparing students for careers within the psychology field.

**Program Objectives**

1. Demonstrate an understanding of psychology, including psychological research, biology and behavior, and the relationships between the environment and behavior
2. Display an understanding of human growth and development, social psychology, abnormal psychology, and the psychology of personality
3. Present the four major issues in human relations: understanding and managing one's self, dealing effectively with others, fostering career success, and managing one's personal life
4. Discuss the factors that shape personality, including biological, intrapsychic, dispositional, cognitive, and experiential, social and cultural, and adjustments to events in day-to-day life
5. Display the skills of time management, critical thinking, problem solving, decision making, written comprehension, communication, and research
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation



**Degree Plan: AS Psychology**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| R04               | Human Relations  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| S01               | Introduction to Psychology I                                     | 3       | 3    | 0          | 0        |
| S02               | Introduction to Psychology II                                    | 3       | 3    | 0          | 0        |
| S06               | Social Psychology  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| S03               | Human Growth and Development I                                   | 3       | 3    | 0          | 0        |
| S04               | Human Growth and Development II                                  | 3       | 3    | 0          | 0        |
| S07               | Abnormal Psychology  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| S08               | Psychology of Personality  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

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**ASSOCIATE OF SCIENCE IN SECURITY ADMINISTRATION**

Ashworth College is no longer enrolling into this program effective March 15, 2021.

**Program Description**

The Associate of Science in Security Administration program is designed to provide students with a well-rounded education by combining a core set of general education courses with specialized courses in security administration. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, courses within the program discipline, such as Incident Command Systems, Criminal Behavior, and Homeland Security and Public Safety focus on preparing students for careers within the security field.

**Program Objectives**

1. Display a basic understanding of criminology, the study of the criminal mind
2. Provide a thorough explanation of the investigation process and apply specific investigative and information-gathering techniques to meet the evidentiary requirements of specific crimes
3. Demonstrate a foundation of knowledge as it relates to security management, including terrorism, loss prevention, workplace violence, and cybersecurity
4. Apply sound criminal justice principles to the coordination of private security with local police, fire, EMS personnel, and federal government agencies, particularly the Office of Homeland Security
5. Use critical thinking, creative and logical analysis, strategies, techniques, and the application of theory to solve complex problems related to police officer responsibilities
6. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
7. Demonstrate a basic understanding of computer applications, and the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
8. Demonstrate proficiency with English composition, including the ability to develop essays, and revise and edit one's work
9. Demonstrate basic mathematical skill by describing mathematical reasoning and logic as the basis for data analysis, and by applying the major concepts of college-level algebra
10. Be prepared to enter Ashworth College's bachelor's degree programs without any additional academic preparation

**Degree Plan: AS Security Administration**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| T01               | Introduction to Security Management                              | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| J02               | Criminal Law   | 3       | 3    | 0          | 0        |
| J03               | Criminal Procedure   | 3       | 3    | 0          | 0        |
| T03               | Incident Command Systems   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| J04               | Policing   | 3       | 3    | 0          | 0        |
| J10               | Criminal Investigation   | 3       | 3    | 0          | 0        |
| T05               | Criminal Behavior  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| C17/MA240         | College Mathematics/College Algebra*                             | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
|                   | <b>Total Credits Required</b>                                    | 60      | 24   | 30         | 6        |

\*To complete a bachelor's degree, MA240 is required.

**Bachelor's Degree Programs**

Ashworth College offers two bachelor's degree tracks: Bachelor of Arts and Bachelor of Science.

**BACHELOR OF ARTS**

Bachelor of Arts degrees provide a solid foundation for a liberal arts college education. These are broadly based degree programs designed to provide students with a well-rounded education by combining a core set of introductory and advanced general education courses with courses from several career-related disciplines. This is an 8-semester program consisting of 120 credit hours (40 courses of 3 credit hours each) of college-level study. There are 60 general education credits and 60 elective credits. Students can select a combination of courses from various disciplines, such as business management, criminal justice, marketing, and psychology to customize the program to meet their professional and personal goals.

Prerequisite: High School Diploma or GED

The Bachelor of Arts degree is offered in:

- General Studies

**BACHELOR OF SCIENCE**

Ashworth Bachelor of Science degrees provide students with a strong foundation of general education courses (language, arts, and sciences) followed by core and elective courses in the chosen concentration area. The program covers basic, intermediate, and advanced courses within an area of specialization. This is an 8-semester program consisting of 120 credit hours (40 courses of 3 credit hours each) of college-level study. There are 36 general education credits, 60 discipline credits, and 24 elective credits.

Prerequisite: High School Diploma or GED

Bachelor of Science degrees are offered in:

- Business Administration
- Criminal Justice
- Early Childhood Education
- Healthcare Management
- Management
- Marketing
- Psychology

**Bachelor of Arts Degree Program Listings****BACHELOR OF ARTS IN GENERAL STUDIES****Program Description**

The Bachelor of Arts in General Studies program is designed to provide students with a well-rounded education by combining a core set of general education courses with courses from several career-related disciplines. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, students can select courses from various disciplines such as business administration, marketing, criminal justice, and early childhood education to customize the program to meet their professional and personal goals.

**Program Objectives**

1. Display the skills of time management, critical thinking, problem solving, decision making, written comprehension, communication, and research
2. Identify and apply the fundamental principles of public speaking, speech criticism, audience analysis, and effective delivery techniques
3. Demonstrate proficiency with English composition, including the ability to develop essays, revise and edit one's work, and conduct academic research
4. Demonstrate an understanding of the broad implications of technological innovation on social organization in terms of personal, political, economic, and environmental issues
5. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
6. Apply behavioral principles to fact situations, and reason to sound conclusions based on theory and practicality of solution
7. Demonstrate basic mathematical skill by describing and applying the major concepts of college-level algebra
8. Explain basic statistical concepts and techniques and apply these concepts and tools in order to correctly interpret the results of statistical analyses
9. Express knowledge pertaining to a customized program of discovery that spans multiple disciplines





**Degree Plan: BA General Studies**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Math/Computer Science 100-200 level)</i>     | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 15         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 6          | 9        |
| <b>Semester 3</b> |  |         |      |            |          |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200)</i>       | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200)</i>       | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 15         | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 3          | 12       |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (300-400 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 3          | 9        |
| <b>Semester 6</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 300-400 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 300-400 level)</i>      | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (300-400 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (300-400 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 0    | 6          | 9        |



| <b>Semester 7</b> |  |     |   |    |    |
|-------------------|--|-----|---|----|----|
|                   | <i>Gen Ed Elective (300-400 level)</i> | 3   | 0 | 3  | 0  |
|                   | <i>Elective (100-200 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <b>Semester Credits</b>                | 15  | 0 | 3  | 12 |
| <b>Semester 8</b> |  |     |   |    |    |
|                   | <i>Gen Ed Elective (300-400 level)</i> | 3   | 0 | 3  | 0  |
|                   | <i>Elective (100-200 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>        | 3   | 0 | 0  | 3  |
|                   | <b>Semester Credits</b>                | 15  | 0 | 3  | 12 |
|                   | <b>Total Credits Required</b>          | 120 | 3 | 54 | 63 |

**Bachelor of Science Degree Program Listings****BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION****Program Description**

The Bachelor of Science in Business Administration program is designed for students seeking to acquire a high level of knowledge from a broad base of business concepts to create solutions to contemporary business problems. Students will acquire the skills needed to integrate management, marketing, accounting, and finance concepts to develop strategies to improve short-, medium-, and long-term organizational performance.

**Program Objectives**

1. Demonstrate knowledge of the strategic management process and an ability to assess industry attractiveness and the competitive environment
2. Explain how effective leaders use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees
3. Successfully utilize the tools and techniques of managerial accounting to make decisions about both day-to-day operations and long-term tactics and strategies
4. Utilize the tools and methodologies needed to solve marketing problems, including developing marketing plans and the use of various marketing strategies
5. Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning
6. Apply fundamental processes, theories, and methods to business communication in the workplace and the overall writing initiative
7. Demonstrate proficiency with English composition, including the ability to use appropriate style, grammar, and mechanics in writing assignments and to conduct academic research
8. Demonstrate an understanding of computer applications and proficiency with the managerial applications of Internet technology, including the application of management principles to business-to-consumer, business-to-business, and intrabodies commercial ventures
9. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses



**Degree Plan: BS Business Administration**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C15               | Principles of Management   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C05               | Business Communication   | 3       | 3    | 0          | 0        |
| C06               | Business Ethics  | 3       | 3    | 0          | 0        |
| A01               | Introduction to Accounting                                       | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| C16               | Principles of Marketing  | 3       | 3    | 0          | 0        |
| C09               | Personal Finance/Principles of Finance                           | 3       | 3    | 0          | 0        |
| C13               | Microeconomics   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| C12               | Business Law   | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
| BU360             | Social Impact of Business  | 3       | 3    | 0          | 0        |
| BM350             | Marketing Management   | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| BU350             | Organizational Behavior  | 3       | 3    | 0          | 0        |
| BZ420             | Human Resource Management  | 3       | 3    | 0          | 0        |
| BU330             | Accounting for Managers  | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |



| <b>Semester 7</b> |                                   |     |    |    |    |
|-------------------|-----------------------------------|-----|----|----|----|
| BU450             | Leadership Skills                 | 3   | 3  | 0  | 0  |
| BU340             | Managerial Finance I              | 3   | 3  | 0  | 0  |
| BU460             | Electronic Commerce               | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>   | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>   | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>           | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |                                   |     |    |    |    |
| BU470             | Strategic Management              | 3   | 3  | 0  | 0  |
| BZ440             | Quality Control                   | 3   | 3  | 0  | 0  |
| BZ400             | Strategic Information Technology* | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>   | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>   | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>           | 15  | 9  | 0  | 6  |
|                   | <b>Total Credits Required</b>     | 120 | 60 | 36 | 24 |

\* Business Ethics is a required course to complete a bachelor's degree in business administration.

**BACHELOR OF SCIENCE IN CRIMINAL JUSTICE****Program Description**

The Bachelor of Science in Criminal Justice program is designed for students who want to gain knowledge of the multidisciplinary components that comprise American criminal justice. This program provides a broad base of traditional liberal arts and science courses, as well as courses that examine the functional components of criminal justice such as American law and procedure, criminal investigation and practice, and correctional settings. The program is geared toward students interested in such areas as law, law enforcement, corrections, and security, whether the student is already in the field or preparing for a career in a criminal-justice related area.

**Program Objectives**

1. Discuss the development of criminal law in the United States, including the elements of due process, rule of law, and the role of the Constitution in protecting rights
2. Describe the dynamics of courthouse justice, the court process and process of the criminal justice system, and the role of court staff in interfacing with the public
3. Demonstrate an understanding of the investigative process by providing a thorough overview of the fundamentals of criminal investigation and by showing its application to many major felonies
4. Discuss the changing roles and goals of corrections; the variety of ways society punishes people who break criminal laws; and the impact of our corrections policies
5. Demonstrate an understanding of contemporary concepts and practices for first line supervisors in law enforcement, with an emphasis on character, motivation, teamwork, and conflict resolution
6. Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning
7. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
8. Demonstrate proficiency with English composition, including the ability to use appropriate style, grammar, and mechanics in writing assignments and to conduct academic research

9. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses

A career in this field may require students to meet certain licensing, training, and other requirements that may vary by vocation and state. Students should check with their state, local government, and/or licensing board to research the requirements that may be applicable in their state.

**Degree Plan: BS Criminal Justice**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| J01               | Introduction to Criminal Justice                                 | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| J02               | Criminal Law   | 3       | 3    | 0          | 0        |
| J03               | Criminal Procedure   | 3       | 3    | 0          | 0        |
| J10               | Criminal Investigation   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| J06               | Ethics in Criminal Justice                                       | 3       | 3    | 0          | 0        |
| J04               | Policing   | 3       | 3    | 0          | 0        |
| J05               | Corrections  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| J09               | Juvenile Justice   | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
| CJ320             | American Constitutional Law                                      | 3       | 3    | 0          | 0        |
| J11               | Report Writing   | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| CJ340             | Criminology  | 3       | 3    | 0          | 0        |
| CJ350             | Judicial Process   | 3       | 3    | 0          | 0        |
| CJ380             | Probation and Parole   | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |





| <b>Semester 7</b> |  |     |    |    |    |
|-------------------|--|-----|----|----|----|
| CJ390             | Victimology                                | 3   | 3  | 0  | 0  |
| J08               | Domestic Violence                          | 3   | 3  | 0  | 0  |
| CJ410             | Leadership in Law Enforcement              | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>            | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>            | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>                    | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |  |     |    |    |    |
| CJ450/T02         | Private Security/Introduction to Terrorism | 3   | 3  | 0  | 0  |
| T04/T06           | Aviation Security/Cybersecurity            | 3   | 3  | 0  | 0  |
| CJ440             | White Collar Crime                         | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>            | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>            | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>                    | 15  | 9  | 0  | 6  |
|                   | <b>Total Credits Required</b>              | 120 | 60 | 36 | 24 |

**BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION****Program Description**

The Bachelor of Science in Early Childhood Education program is designed to provide students with in-depth instruction in the principles and procedures of supervising and educating children from newborn to age eight. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, specialty courses such as child development, early childhood literacy, curriculum development, cultural diversity, and exceptional children focus on preparing students for careers within the field of early childhood education.

**Program Objectives**

1. Describe at a fundamental level how children learn, how teachers work with children and their parents, what is taught, and where the teaching takes place
2. Examine childhood development by observing physical and psychosocial factors that lead to cognitive, language, and literacy development according to a child's age
3. Apply the guidance and discipline concepts applicable to children's behavior in preschool and primary school classrooms
4. Discuss the special needs of children with developmental disabilities, and how to implement programs that include these children in an early childhood classroom
5. Develop and implement appropriate curriculum for young children, fostering creativity and emotional, social, and verbal competence within the curriculum
6. Demonstrate an understanding of the partnerships with parents and others that teachers must create in order to achieve the best results for children in their classroom
7. Demonstrate proficiency with English composition, and apply fundamental processes, theories, and methods to business communication in the workplace
8. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
9. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses

A career in this field may require students to meet certain licensing, training, and other requirements that may vary by vocation and state. Students should check with their state, local government, and/or licensing board to research the requirements that may be applicable in their state.

**Degree Plan: BS Early Childhood Education**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| E01               | Careers in Early Childhood Education                             | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| E02               | Child Development  | 3       | 3    | 0          | 0        |
| E03               | Curriculum Development   | 3       | 3    | 0          | 0        |
| E04               | Guidance and Discipline  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| E13               | Early Childhood Literacy   | 3       | 3    | 0          | 0        |
| E08               | Health, Safety, and Nutrition                                    | 3       | 3    | 0          | 0        |
| E06               | Creative Expression and Play                                     | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| E09               | Home, School, and Community                                      | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
| S01               | Introduction to Psychology I                                     | 3       | 3    | 0          | 0        |
| EC380             | Art and Creative Development                                     | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| EC390             | Children's Literature  | 3       | 3    | 0          | 0        |
| S02               | Introduction to Psychology II                                    | 3       | 3    | 0          | 0        |
| EC360             | Movement and Music   | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |



| <b>Semester 7</b> |                                  |     |    |    |    |
|-------------------|----------------------------------|-----|----|----|----|
| EC420             | Exceptional Children             | 3   | 3  | 0  | 0  |
| S03               | Human Growth and Development I   | 3   | 3  | 0  | 0  |
| EC400             | Early Childhood Math and Science | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |                                  |     |    |    |    |
| EC440             | Creating Learning Environments   | 3   | 3  | 0  | 0  |
| S04               | Human Growth and Development II  | 3   | 3  | 0  | 0  |
| EC410             | Cultural Diversity               | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
|                   | <b>Total Credits Required</b>    | 120 | 60 | 36 | 24 |

**BACHELOR OF SCIENCE IN eBUSINESS**

Ashworth College is no longer enrolling new students into this program effective March 15, 2021.

**Program Description**

The Bachelor of Science in eBusiness program is designed for students seeking to acquire a concentration of eBusiness knowledge within a broad base of business concepts. Students will acquire insights into the Internet economy and how related technologies have altered the way companies do business. In addition to exploring new business models, students will learn how to galvanize traditional organizations to embrace and appreciate the capabilities of new technologies.

**Program Objectives**

1. Demonstrate proficiency with the managerial applications of Internet technology, including the application of management principles to business-to-consumer, business-to-business, and intrabusiness commercial ventures
2. Demonstrate knowledge of the strategic management process and an ability to assess industry attractiveness and the competitive environment
3. Utilize the tools and methodologies needed to solve marketing problems, including developing marketing plans and the use of various marketing strategies
4. Discuss strategic considerations that marketers are facing related to technology and technology implementation
5. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
6. Demonstrate proficiency with English composition, and apply fundamental processes, theories, and methods to business communication in the workplace
7. Explain how effective leaders use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees
8. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses
9. Demonstrate an understanding of an accounting information system, the steps of the accounting cycle, and the application of GAAP

**Degree Plan: BS eBusiness**

| Course #          | Course Title                   | Credits | Core | General Ed | Elective |
|-------------------|--------------------------------|---------|------|------------|----------|
| <b>Semester 1</b> |                                |         |      |            |          |
| OR110             | Achieving Academic Excellence  | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers      | 3       | 0    | 3          | 0        |
| EN120             | English Composition I          | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology    | 3       | 0    | 3          | 0        |
|                   | Gen Education Elective         | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>        | 15      | 0    | 15         | 0        |
| <b>Semester 2</b> |                                |         |      |            |          |
| C04               | Introduction to Psychology     | 3       | 0    | 3          | 0        |
| C17               | College Mathematics            | 3       | 0    | 3          | 0        |
| EN130             | English Composition II         | 3       | 0    | 3          | 0        |
| MA140             | Business Analysis              | 3       | 3    |            | 0        |
|                   | Gen Education Elective         | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>        | 15      | 3    | 12         | 0        |
| <b>Semester 3</b> |                                |         |      |            |          |
| SO115             | Essentials of Sociology        | 3       | 0    | 3          | 0        |
| C02               | Business English               | 3       | 3    | 0          | 0        |
| MA240             | College Algebra                | 3       | 0    | 3          | 0        |
| HS150             | World Civilizations I          | 3       | 0    | 3          | 0        |
|                   | Gen Education Elective         | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>        | 15      | 3    | 12         | 0        |
| <b>Semester 4</b> |                                |         |      |            |          |
| MA260             | Statistical Analysis I         | 3       | 3    | 0          | 0        |
| C12               | Business Law                   | 3       | 3    | 0          | 0        |
| HS250             | World Civilizations II         | 3       | 0    | 3          | 0        |
|                   | Gen Education Elective         | 3       | 0    | 3          | 0        |
|                   | Gen Education Elective         | 3       | 0    | 3          | 0        |
|                   | <b>Semester Credits</b>        | 15      | 6    | 9          | 0        |
| <b>Semester 5</b> |                                |         |      |            |          |
| A01               | Introduction to Accounting     | 3       | 3    | 0          | 0        |
| C11               | Macroeconomics                 | 3       | 3    | 0          | 0        |
| C13               | Microeconomics                 | 3       | 3    | 0          | 0        |
| BU310             | Fundamentals of Management     | 3       | 3    | 0          | 0        |
| BU320             | Marketing Principles           | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>        | 15      | 15   | 0          | 0        |
| <b>Semester 6</b> |                                |         |      |            |          |
| BZ380             | Management Information Systems | 3       | 3    | 0          | 0        |
| BU460             | Electronic Commerce            | 3       | 3    | 0          | 0        |
| BM350             | Marketing Management           | 3       | 3    | 0          | 0        |
| BM440             | Internet Marketing             | 3       | 3    | 0          | 0        |
| BU470             | Strategic Management           | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>        | 15      | 15   | 0          | 0        |



| <b>Semester 7</b> |                               |     |    |    |    |
|-------------------|-------------------------------|-----|----|----|----|
| BZ480             | International Management      | 3   | 3  | 0  | 0  |
| BZ400             | Strategic IT                  | 3   | 3  | 0  | 0  |
| BU480             | e-Business Strategy           | 3   | 3  | 0  | 0  |
|                   | Business Elective 1           | 3   | 0  | 0  | 3  |
|                   | Business Elective 2           | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>       | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |                               |     |    |    |    |
| BU450             | Leadership Skills             | 3   | 3  | 0  | 0  |
|                   | Business Elective 3           | 3   | 0  | 0  | 3  |
|                   | Business Elective 4           | 3   | 0  | 0  | 3  |
|                   | Business Elective 5           | 3   | 0  | 0  | 3  |
| BU490             | Business Ethics               | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>       | 15  | 3  | 0  | 12 |
|                   | <b>Total Credits Required</b> | 120 | 54 | 48 | 18 |

**BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT****Program Description**

The Bachelor of Science in Healthcare Management program is designed to provide students with knowledge and skills that they can apply in a variety of healthcare-related career settings. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, specialty core courses within the program discipline focus on the managerial, financial, logistical, and ethical aspects of healthcare, enabling students to become well-rounded professionals in their chosen field.

**Program Objectives**

1. Demonstrate proficiency with English composition and apply fundamental processes, theories, and methods to business communication in the workplace
2. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
3. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses
4. Demonstrate knowledge of medical terminology, medical office management, and proper coding of diagnoses and medical procedures
5. Examine the fundamentals of healthcare system information management including electronic health records
6. Analyze the components, current issues, trends, and limitations of healthcare services in the United States and evaluate the ethical and legal issues relevant to healthcare delivery
7. Analyze the social science perspective of the health service delivery system and the roles, values, and sociocultural influences that affect the medical treatment of patients
8. Apply economic, financial, and accounting principles to healthcare institutions
9. Examine the role that human resource management plays within the healthcare industry and develop leadership and teambuilding skills



**Degree Plan: BS Healthcare Management**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       |      | 3          |          |
| C10               | Introduction to Computers  | 3       |      | 3          |          |
| EN120             | English Composition I  | 3       |      | 3          |          |
| SO245             | Social Impact of Technology                                      | 3       |      | 3          |          |
| H03               | Medical Terminology  | 3       | 3    |            |          |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       |      | 3          |          |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       |      | 3          |          |
| H01               | Medical Office Management I                                      | 3       | 3    |            |          |
| H02               | Medical Office Management II                                     | 3       | 3    |            |          |
| H06               | Health Records Management  | 3       | 3    |            |          |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       |      | 3          |          |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       |      | 3          |          |
| H04               | Anatomy & Physiology I   | 3       | 3    |            |          |
| H05               | Anatomy & Physiology II  | 3       | 3    |            |          |
| H07               | Medical Coding I   | 3       | 3    |            |          |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       |      | 3          |          |
| SP180             | Principles of Public Speaking                                    | 3       |      | 3          |          |
| H08               | Medical Coding II  | 3       | 3    |            |          |
|                   | Elective (100-200 level)   | 3       |      |            | 3        |
|                   | Elective (100-200 level)   | 3       |      |            | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    |            |          |
| HE310             | Survey of Healthcare Management                                  | 3       | 3    |            |          |
| HE320             | Medical Sociology  | 3       | 3    |            |          |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       |      | 3          |          |
|                   | <i>Elective (100-200 level)</i>                                  | 3       |      |            | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| HE330             | Healthcare Delivery Systems                                      | 3       | 3    |            |          |
| HE350             | Healthcare Human Resource Management                             | 3       | 3    |            |          |
| HE360             | Healthcare Economics   | 3       | 3    |            |          |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       |      | 3          |          |
|                   | <i>Elective (100-200 level)</i>                                  | 3       |      |            | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |



|                   |                                  |     |    |    |    |
|-------------------|----------------------------------|-----|----|----|----|
| <b>Semester 7</b> |                                  |     |    |    |    |
| HE380             | Managed Healthcare               | 3   | 3  |    |    |
| HE400             | Cultural Diversity in Healthcare | 3   | 3  |    |    |
| HE420             | Healthcare Finance & Accounting  | 3   | 3  |    |    |
|                   | <i>Elective (300-400 level)</i>  | 3   |    |    | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   |    |    | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |                                  |     |    |    |    |
| HE450             | Leadership in Healthcare         | 3   | 3  |    |    |
| HE470             | Medical Law and Ethics           | 3   | 3  |    |    |
| HE490             | Healthcare Research Study        | 3   | 3  |    |    |
|                   | <i>Elective (300-400 level)</i>  | 3   |    |    | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   |    |    | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
|                   | <b>Total Credits Required</b>    | 120 | 60 | 36 | 24 |

\*If students expect to complete a bachelor's degree, MA240 is required.

**BACHELOR OF SCIENCE IN MANAGEMENT****Program Description**

The Bachelor of Science in Management program is designed for students seeking to acquire a concentration of management knowledge within a broad base of business concepts. Students will acquire insights into management theories and the cutting-edge management techniques needed by managers. In addition to developing management competencies, students will gain the skills needed to integrate marketing, accounting, and financial programs to produce effective business strategies.

**Program Objectives**

1. Describe the nature and process of management within modern organizations and explain how to successfully apply management theories and principles to the situations and challenges that typically occur in managing a business
2. Describe the foundational tools of business finance and their applications to controlling the firm's financial environment and to making financial business decisions in an analytical manner
3. Demonstrate knowledge of the strategic management process and an ability to assess industry attractiveness and the competitive environment
4. Discuss strategic considerations that marketers are facing related to technology and technology implementation
5. Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning
6. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses
7. Utilize the tools and methodologies needed to solve marketing problems, including developing marketing plans and the use of various marketing strategies
8. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
9. Demonstrate proficiency with English composition and apply fundamental processes, theories, and methods to business communication in the workplace

**Degree Plan: BS Management**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C15               | Principles of Management   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C05               | Business Communication   | 3       | 3    | 0          | 0        |
| C06               | Business Ethics  | 3       | 3    | 0          | 0        |
| A01               | Introduction to Accounting                                       | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| C16               | Principles of Marketing  | 3       | 3    | 0          | 0        |
| C09               | Principles of Finance  | 3       | 3    | 0          | 0        |
| C13               | Microeconomics   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| C12               | Business Law   | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
| BM350             | Marketing Management   | 3       | 3    | 0          | 0        |
| BU330             | Accounting for Managers  | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| BM410             | Sales Management and Practices                                   | 3       | 3    | 0          | 0        |
| BZ380             | Management Information Systems                                   | 3       | 3    | 0          | 0        |
| BU340             | Managerial Finance I   | 3       | 3    | 0          | 0        |
|                   | <i>Gen Ed Elective (300-400 Level)</i>                           | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |



| <b>Semester 7</b> |                                  |     |    |    |    |
|-------------------|----------------------------------|-----|----|----|----|
| BZ420             | Human Resource Management        | 3   | 3  | 0  | 0  |
| BU480             | e-Business Strategy              | 3   | 3  | 0  | 0  |
| BZ460             | Project Management               | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |                                  |     |    |    |    |
| BU470             | Strategic Management             | 3   | 3  | 0  | 0  |
| BZ480             | International Management         | 3   | 3  | 0  | 0  |
| BZ400             | Strategic Information Technology | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
|                   | <b>Total Credits Required</b>    | 120 | 60 | 36 | 24 |

**BACHELOR OF SCIENCE IN MARKETING****Program Description**

The Bachelor of Science in Marketing program is designed for students seeking to acquire a concentration of marketing knowledge within a broad base of business concepts. Students will acquire insights into the marketing process and the cutting-edge marketing techniques needed by marketing managers. In addition to developing marketing skills, students will gain the knowledge needed to integrate marketing strategies and programs with other important business functions focused on achieving the organization's business objectives.

**Program Objectives**

1. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
2. Demonstrate proficiency with the managerial applications of Internet technology, including the application of management principles to business-to-consumer, business-to-business, and intrabusiness commercial venture
3. Utilize the tools and methodologies needed to solve marketing problems, including developing marketing plans and the use of various marketing strategies.
4. Explain how effective leaders use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees
5. Demonstrate proficiency with English composition, and apply fundamental processes, theories, and methods to business communication in the workplace
6. Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning
7. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses
8. Demonstrate knowledge of the strategic management process and an ability to assess industry attractiveness and the competitive environment
9. Fully explain the elements of marketing employed by most business organizations, with emphasis on the integration of the marketing function into the strategic direction of the firm



**Degree Plan: BS Marketing**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| C01               | Introduction to Business   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| C16               | Principles of Marketing  | 3       | 3    | 0          | 0        |
| C05               | Business Communication   | 3       | 3    | 0          | 0        |
| C13               | Microeconomics   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| G02               | Principles of Professional Selling                               | 3       | 3    | 0          | 0        |
| G03               | Principles of Retailing  | 3       | 3    | 0          | 0        |
| G01               | Consumer Buying Behavior   | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| G04               | Integrated Marketing Communications                              | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
| BU360             | Social Impact of Business  | 3       | 3    | 0          | 0        |
| BM380             | Marketing Research   | 3       | 3    | 0          | 0        |
|                   | <i>General Education Elective (300-400 level)</i>                | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| BM350             | Marketing Management   | 3       | 3    | 0          | 0        |
| BM410             | Sales Management and Practices                                   | 3       | 3    | 0          | 0        |
| BZ460             | Project Management   | 3       | 3    | 0          | 0        |
|                   | <i>General Education Elective (300-400 level)</i>                | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |



| <b>Semester 7</b> |                                  |     |    |    |    |
|-------------------|----------------------------------|-----|----|----|----|
| BU470             | Strategic Management             | 3   | 3  | 0  | 0  |
| BM440             | Internet Marketing               | 3   | 3  | 0  | 0  |
| G06               | International Marketing          | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
| <b>Semester 8</b> |                                  |     |    |    |    |
| BU450             | Leadership Skills                | 3   | 3  | 0  | 0  |
| BU480             | e-Business Strategy              | 3   | 3  | 0  | 0  |
| BZ400             | Strategic Information Technology | 3   | 3  | 0  | 0  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <i>Elective (300-400 level)</i>  | 3   | 0  | 0  | 3  |
|                   | <b>Semester Credits</b>          | 15  | 9  | 0  | 6  |
|                   | <b>Total Credits Required</b>    | 120 | 60 | 36 | 24 |



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**BACHELOR OF SCIENCE IN PSYCHOLOGY****Program Description**

The Bachelor of Science in Psychology program is designed to provide students with strong expertise in the concepts, principles, and applications of general psychology. The program lays the foundation for a broad base of knowledge with general education courses in a variety of subject areas. In addition, specialty courses such as Biological Psychology, Cognitive Psychology, Learning Theories, Psychology of Personality, Abnormal Psychology, and Industrial/Organizational Psychology focus on providing students with the enhanced communication, collaboration, and reasoning skills that result from a deeper knowledge and understanding of the field of Psychology.

**Program Objectives**

1. Demonstrate an understanding of psychology, including biology and behavior, psychopharmacology, and relationships between the environment and behavior
2. Summarize research and apply trends in social psychology, organizational/industrial psychology, multicultural psychology, and abnormal psychology
3. Discuss the major issues in human relations, the science of emotion, and the factors that shape personality
4. Outline the phases of psychological research, including the process of hypothesis testing and the limitations of statistical results in psychological studies
5. Describe how information flows through the cognitive system and how observational learning and operant conditioning can interact to determine an individual's behavior
6. Illustrate the influence of psychological theories, including how social, economic, and political forces have influenced the development of psychology throughout history
7. Demonstrate proficiency with English composition, and apply fundamental processes, theories, and methods to business communication in the workplace
8. Demonstrate a foundation of computer and information systems knowledge, technical skills, and a basic understanding of computer applications
9. Identify and apply fundamental math concepts for operations and problem solving and apply basic statistical concepts and tools in order to correctly interpret the results of statistical analyses

**Degree Plan: BS Psychology**

| Course #          | Course Title   | Credits | Core | General Ed | Elective |
|-------------------|--|---------|------|------------|----------|
| <b>Semester 1</b> |  |         |      |            |          |
| OR110             | Achieving Academic Excellence                                    | 3       | 0    | 3          | 0        |
| C10               | Introduction to Computers  | 3       | 0    | 3          | 0        |
| EN120             | English Composition I  | 3       | 0    | 3          | 0        |
| SO245             | Social Impact of Technology                                      | 3       | 0    | 3          | 0        |
| R04               | Human Relations  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 12         | 0        |
| <b>Semester 2</b> |  |         |      |            |          |
| EN130             | English Composition II   | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Science 100-200 level)</i>                   | 3       | 0    | 3          | 0        |
| S01               | Introduction to Psychology I                                     | 3       | 3    | 0          | 0        |
| S02               | Introduction to Psychology II                                    | 3       | 3    | 0          | 0        |
| S06               | Social Psychology  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 3</b> |  |         |      |            |          |
|                   | <i>Gen Ed Elective (Behavioral/Social Science 100-200 level)</i> | 3       | 0    | 3          | 0        |
|                   | <i>Gen Ed Elective (Humanities/Fine Arts 100-200 level)</i>      | 3       | 0    | 3          | 0        |
| S03               | Human Growth and Development I                                   | 3       | 3    | 0          | 0        |
| S04               | Human Growth and Development II                                  | 3       | 3    | 0          | 0        |
| S07               | Abnormal Psychology  | 3       | 3    | 0          | 0        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 6          | 0        |
| <b>Semester 4</b> |  |         |      |            |          |
| MA240             | College Algebra  | 3       | 0    | 3          | 0        |
| SP180             | Principles of Public Speaking                                    | 3       | 0    | 3          | 0        |
| S08               | Psychology of Personality  | 3       | 3    | 0          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 3    | 6          | 6        |
| <b>Semester 5</b> |  |         |      |            |          |
| MA260             | Statistical Analysis I   | 3       | 3    | 0          | 0        |
| S05               | Social Problems  | 3       | 3    | 0          | 0        |
| PS350             | Biological Psychology  | 3       | 3    | 0          | 0        |
|                   | <i>General Education Elective (300-400 level)</i>                | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |
| <b>Semester 6</b> |  |         |      |            |          |
| PS320             | History and Systems of Psychology                                | 3       | 3    | 0          | 0        |
| PS400             | Cognitive Psychology   | 3       | 3    | 0          | 0        |
| PS370             | Research Methods in Psychology                                   | 3       | 3    | 0          | 0        |
|                   | <i>General Education Elective (300-400 level)</i>                | 3       | 0    | 3          | 0        |
|                   | <i>Elective (100-200 level)</i>                                  | 3       | 0    | 0          | 3        |
|                   | <b>Semester Credits</b>  | 15      | 9    | 3          | 3        |



| Semester 7 |                                      |     |    |    |    |
|------------|--------------------------------------|-----|----|----|----|
| PS380      | Multicultural Psychology             | 3   | 3  | 0  | 0  |
| PS420      | Learning Theories                    | 3   | 3  | 0  | 0  |
| PS390      | Statistical Reasoning in Psychology  | 3   | 3  | 0  | 0  |
|            | <i>Elective (300-400 level)</i>      | 3   | 0  | 0  | 3  |
|            | <i>Elective (300-400 level)</i>      | 3   | 0  | 0  | 3  |
|            | <b>Semester Credits</b>              | 15  | 9  | 0  | 6  |
| Semester 8 |                                      |     |    |    |    |
| PS450      | Industrial/Organizational Psychology | 3   | 3  | 0  | 0  |
| PS460      | Psychological Tests and Measurements | 3   | 3  | 0  | 0  |
| PS490      | Psychology: Research Study           | 3   | 3  | 0  | 0  |
|            | <i>Elective (300-400 level)</i>      | 3   | 0  | 0  | 3  |
|            | <i>Elective (300-400 level)</i>      | 3   | 0  | 0  | 3  |
|            | <b>Semester Credits</b>              | 15  | 9  | 0  | 6  |
|            | <b>Total Credits Required</b>        | 120 | 60 | 36 | 24 |

## Course Electives

Associate of Science, Associate of Arts, and Bachelor of Arts in General Studies

### *General Education Electives (100-200 Level)*

#### **Behavioral/Social Science:**

C04 Introduction to Psychology  
C08 American Government  
C11 Macroeconomics  
C13 Microeconomics  
SO115 Essentials of Sociology

#### **Humanities & Fine Arts:**

HS150 World Civilizations I  
HS250 World Civilizations II

#### **Math/Computer Science:**

C17 College Mathematics  
MA140 Business Analysis

#### **Science:**

SC140 Elements of Chemistry  
SC160 Basic Biology  
SC260 Introduction to Ecology

### *General Education Electives (300-400 Level)*

#### **Behavioral/Social Science:**

AN310 Cultural Anthropology  
GE350 World Geography

#### **Humanities & Fine Arts:**

AR300 Art History  
EN360 Technical Documentation  
PY360 Ethics in Technology



***Electives (100-200 Level)***

(Listed by discipline – students can choose any course from any discipline)

**Accounting**

- A01 Introduction to Accounting
- A02 Principles of Accounting I
- A03 Principles of Accounting II
- A04 Intermediate Accounting I
- A06 Intermediate Accounting II

**Business**

- C01 Introduction to Business
- C05 Business Communications
- C07 Personal Finance
- C09 Principles of Finance
- C11 Macroeconomics
- C12 Business Law
- C13 Microeconomics
- C15 Principles of Management
- C16 Principles of Marketing

**Computer Information Systems**

- K01 Windows Operating Systems
- K02 MS Office Applications I
- K03 MS Office Applications II
- K07 Computer Programming I
- K08 Computer Programming II
- K09 Web Site Design
- K11 Database Processing
- K12 Systems Analysis and Design

**Construction**

- B01 Introduction to Construction
- B02 Construction Materials and Methods
- B03 Drawings and Specifications
- B04 Safety Planning and Administration
- B05 Construction Surveying Fundamentals
- B06 Cost Estimating
- B07 Project Scheduling
- B08 Construction Management

**Criminal Justice**

- J01 Introduction to Criminal Justice
- J02 Criminal Law
- J03 Criminal Procedure
- J04 Policing
- J05 Corrections
- J06 Ethics in Criminal Justice
- J09 Juvenile Justice
- J10 Criminal Investigation



**Early Childhood Education**

- E01 Careers in Early Childhood Education
- E02 Child Development
- E03 Curriculum Development
- E04 Guidance and Discipline
- E06 Creative Expression and Play
- E08 Health, Safety, and Nutrition
- E09 Home, School, and Community
- E13 Early Childhood Literacy

**Finance**

- F01 Money and Banking
- F02 Financial Institutions and Markets
- F03 Financial Statement Analysis
- F04 Investments

**Healthcare**

- H01 Medical Office Management I
- H02 Medical Office Management II
- H03 Medical Terminology
- H04 Anatomy and Physiology I
- H05 Anatomy and Physiology II H06
- Health Records Management H07
- Medical Coding I
- H08 Medical Coding II

**Human Resources**

- M01 Human Resource Management
- R01 Employment Law
- R02 Training and Development
- R03 Compensation and Benefits
- R04 Human Relations

**Marketing**

- G01 Consumer Buying Behavior
- G02 Principles of Professional Selling
- G03 Principles of Retailing
- G04 Integrated Marketing Communications

**Paralegal Studies**

- P01 Introduction to Paralegalism I
- P02 Introduction to Paralegalism II
- P03 Torts
- P05 Criminal Law and Procedures
- P07 Law Office Management P09
- Legal Research and Writing



**Psychology**

S01 Introduction to Psychology I  
S02 Introduction to Psychology II  
S03 Human Growth and Development I  
S04 Human Growth and Development II  
S06 Social Psychology  
S07 Abnormal Psychology S08  
Psychology of Personality

**Security**

T01 Introduction to Security Management  
T03 Incident Command Systems  
T05 Criminal Behavior

***Electives (300-400 Level)***

(Listed by discipline – students can choose any course from any discipline.)

**Business**

BM350 Marketing Management  
BM440 Internet Marketing  
BU330 Accounting for Managers  
BU340 Managerial Finance I  
BU350 Organizational Behavior  
BU360 Social Impact of Business  
BU440 Managerial Finance II  
BU450 Leadership Skills  
BU460 Electronic Commerce  
BU470 Strategic Management  
BU480 eBusiness Strategy  
BU490 Business Ethics  
BZ380 Management Information Systems  
BZ400 Strategic Information Technology  
BZ420 Human Resource Management  
BZ440 Quality Control  
BZ450 Being an Entrepreneur  
BZ460 Project Management  
BZ480 International Management



**Criminal Justice**

CJ320 American Constitutional Law  
CJ330 Criminal Law and Procedure  
CJ340 Criminology  
CJ350 Judicial Process  
CJ380 Probation and Parole  
CJ390 Victimology  
CJ400 Ethics in the Justice System  
CJ410 Leadership in Law Enforcement  
CJ430 Police and Community Relations  
CJ440 White Collar Crime  
CJ450 Private Security

**Early Childhood Education**

EC360 Movement and Music  
EC380 Art and Creative Development  
EC390 Children's Literature  
EC400 Early Childhood Math and Science  
EC410 Cultural Diversity  
EC420 Exceptional Children  
EC440 Creating Learning Environments

**Management**

BM350 Marketing Management  
BU330 Accounting for Managers  
BU340 Managerial Finance I  
BU350 Organizational Behavior  
BU440 Managerial Finance II  
BU450 Leadership Skills  
BU470 Strategic Management  
BU490 Business Ethics  
BZ380 Management Information Systems  
BZ400 Strategic Information Technology  
BZ420 Human Resource Management  
BZ460 Project Management  
BZ480 International Management

**Marketing**

BM350 Marketing Management  
BM380 Marketing Research  
BM410 Sales Management & Practices  
BM440 Internet Marketing  
BU460 Electronic Commerce  
BU480 eBusiness Strategy  
BU490 Business Ethics



# Course Descriptions

## Undergraduate Course Listing and Descriptions

*(Listed alphanumerically by course code)*

### **A01 Introduction to Accounting**

Introduction to Accounting introduces basic concepts of accounting using a balance of theory and practice. Topics covered include double entry bookkeeping, the accounting cycle for service and merchandising enterprises, notes and interest, bad debts, merchandise inventory, and accounting for fixed assets.

*Credit Hours: 3*

### **A02 Principles of Accounting I**

Principles of Accounting I introduces basic concepts of accounting using a balance of theory and practice. Topics covered include current liabilities and payroll, sales, and cash receipts, purchases and cash payments, merchandising operations, bad debts, receivables, merchandise inventory, plant assets, and intangibles.

*Credit Hours: 3*

### **A03 Principles of Accounting II**

Principles of Accounting II expands on what the student learned in Accounting I. It focuses on corporate accounting. This course discusses how corporations are structured and formed, with an emphasis on corporate characteristics. Stocks, bonds, notes, purchase investments, and analysis of financial statements are included, as well as an in-depth look at managerial accounting. Statements of cash flow, budgets, and budget management are also examined.

*Credit Hours: 3*

### **A04 Intermediate Accounting I**

This course expands upon concepts learned in Principles of Accounting by presenting the accounting for complex transactions in a business environment. Students learn how to analyze these transactions, think critically about financial instruments and their role in business, and report on all of these complexities according to generally accepted accounting principles. In Intermediate I, the student should begin to see the relationship between the various introductory accounting, finance, and economic concepts they have learned in previous courses.

*Credit Hours: 3*

### **A05 Accounting Spreadsheet Fundamentals**

This course teaches students how to use spreadsheet software (Microsoft Excel) to record a variety of business transactions, analyze the financial data of a business and prepare its financial reports. Students learn how to enter and edit spreadsheet data, work with spreadsheet formulas, formats, and functions, incorporate charts, and use model-building techniques.

*Credit Hours: 3*

**A06 Intermediate Accounting II**

This course complements Intermediate Accounting I by continuing the professional-level accounting topics in financial reporting and analysis. Students examine the complex transactions present in the global economy and explore how these transactions affect a company's financial statements. Also discussed is the effect of regulations that vary by jurisdiction on the outcome of financial reporting and learn to critically evaluate this reporting.

*Credit Hours: 3*

**AN310 Cultural Anthropology**

This course is an introduction to the foundations of cultural anthropology. It examines how these foundations apply to interactions between culture, technology, and social organizations. This course examines how people behave within the context of individual culture and social structures, and how people forge solutions to issues such as resource distribution, ethics and morality, family structures, and politics. This course also studies the unique impact of technological advancement on society and culture and evaluates both the costs and benefits that various aspects of technology carry for society.

*Credit Hours: 3*

**AR300 Art History**

This course is an entry-level survey of Art History. Students examine the visual arts, including painting, sculpture, printmaking, photography, and architecture, from prehistory to the present. While emphasis is placed on the arts of Europe and the United States, those of Latin America, Africa, and Asia are also discussed.

The course begins with Primitive Cave Paintings from Lascaux, France, and progresses to 20th-century art from around the world. The course offers students an introduction to the elements of art and provides an opportunity to practice these techniques. Through readings and visual examination of art, students gain a better understanding of art and the impetus for artistic creation.

*Credit Hours: 3*

**B01 Introduction to Construction**

This course reviews the processes, players, and practices in the construction industry. The history of construction; owners, the design team, and the contracting team; the sequence of a project; and communications and documentation in construction are also discussed.

*Credit Hours: 3*

**B02 Construction Materials and Methods**

This is an introduction to the materials and methods used in constructing commercial buildings. Topics covered include foundations, using wood in construction, exterior and interior finishes, brick masonry, stone and concrete masonry, masonry load-bearing wall construction, steel frame construction, site-cast and precast concrete framing systems, roofing, glass, windows and doors, cladding systems, interior walls and partitions, ceilings, and floors.

*Credit Hours: 3*

**B03 Drawings Specifications**

This is an introduction to reading construction blueprints. Topics include lines of construction, scales, types of surveys, off-site and site improvements, foundations and below-grade construction, the structure above grade, plumbing, mechanical, electrical, commercial blueprints, construction offices, manufacturing facilities, and warehouses.

*Credit Hours: 3*

**B04 Safety Planning and Administration**

This is an introduction to the role of safety in the construction industry. Topics include the cost and causes of accidents, ethics and safety, workers' compensation, OSHA compliance, safety and health programs and policies, job safety and hazard analysis, accident reporting and record keeping, emergency response plans, total safety management, workplace violence, blood-borne pathogens, workplace stress, environmental safety, and ISO 14000.

*Credit Hours: 3*

**B05 Construction Surveying Fundamentals**

This course introduces the use of surveys in commercial, residential, and road construction. Topics include fundamentals of surveying, distance measurement, leveling, angles and theodolites, total stations, traverse surveys and computations, geomatics, global positioning systems, control surveys, highway curves, highway construction surveys, municipal street surveys, pipeline and tunnel surveys, culvert and bridge surveys, building construction surveys, and quantity and final surveys.

*Credit Hours: 3*

**B06 Cost Estimating**

This is an introduction to the process of estimating the full cost of construction projects. Topics include contracts, bonds, insurance, specifications, overhead and contingencies, labor, equipment, excavation, concrete, masonry, metals, wood, thermal and moisture protection, doors and windows, finishes, electrical, plumbing, heating, ventilating, air conditioning, profit, and other estimating methods.

*Credit Hours: 3*

**B07 Project Scheduling**

This course introduces planning and scheduling a construction project. The course introduces Gantt charts, basic networks, the critical path method, precedence networks, resource allocation and leveling, schedule updating and project control, schedule compression, reports and presentations, and construction delay claims.

*Credit Hours: 3*

**B08 Construction Management**

This course discusses managing a construction project which provides in-depth coverage of project delivery systems, responsibility and authority, resident project representative's office responsibilities, records and reports, electronic project administration, specifications and drawings, teamwork, and communication. Also reviewed is construction law and labor relations, construction safety, meetings and negotiations, risk allocation and liability sharing, preconstruction operations, planning for construction, scheduling, construction operations, value engineering, measurement and payment, materials, and workmanship, change orders and extra work, claims and disputes, and project closeout.

*Credit Hours: 3*

**BM350 Marketing Management**

Marketing Management reviews the bedrock principles and theories of marketing, including strategic planning, marketing research, the marketing mix, building brands, and communicating value. Specialized fields such as service marketing and business marketing are presented.

*Credit Hours: 3*

**BM380 Marketing Research**

Marketing Research explores the significance of marketing research to the field of marketing. It explains how marketing research answers a variety of questions to facilitate effective decision-making. In this course, students learn the process of marketing research to better understand when marketing research is used by marketers to make better, more informed decisions to satisfy customer needs. This course introduces its purposes, processes, and all of its elements. It also emphasizes the interrelationships between the elements because decisions made at one stage in the process have important consequences at other stages.

*Credit Hours: 3*

**BM410 Sales Management and Practices**

The Sales Management and Practices course provides an analysis of professional selling practices with emphasis on the selling process and sales management, including the development of territories, determining potentials and forecasts, and setting quotas. Included is a discussion of sales ethics, legal regulations that affect the sales environment, and how a sales manager can model ethical behavior effectively within the sales force.

*Credit Hours: 3*

**BM440 Internet Marketing**

The course begins with an overview of e-business, e-commerce and e-marketing, a review of traditional marketing practices, and a history of the Internet and the World Wide Web. The course then examines electronic resources and their strategic and tactical uses, the tools and software available for electronic marketing, consumer behavior online, social media, integrated marketing communications, and the use of knowledge management metrics. The concepts of product and price in an online environment are discussed, as well as using the Internet as a distribution channel. The course concludes with a detailed exploration of Customer Relationship Management (CRM), providing an overview of the purpose and process of building a company's relationship capital through CRM.

*Credit Hours: 3*

**BU310 Fundamentals of Management**

Fundamentals of Management is designed to help students understand the major functions of management (planning, organizing, leading, and controlling) and the significance of each function in relationship to the existence of the company. This course describes how companies use management to set and accomplish goals through individuals, groups, and other types of resources. It also analyzes communication and ethics in the organization. Other topics include decision making, change, employee development, organizational structures, management control, leadership, conflict resolution, information security, and globalization.

*Credit Hours: 3*

**BU320 Marketing Principles**

This course is designed to engage the student in the fundamentals of marketing, including explanation of rudimentary concepts, description of market selection, analysis of various marketing and management strategies, and integration of the marketing mix. Students will focus on concepts that teach them how to create value in a product or service for their customers and build relationships with customers for the purposes of retention and maximization of marketing growth. In addition, students learn what is important to consumers and consider the different environments in which they must operate.

*Credit Hours: 3*

**BU330 Accounting for Managers**

The primary focus of this course is to show how successful managers use the tools and techniques of managerial accounting to make decisions about both day-to-day operations and long-term tactics and strategies. The course explores a range of innovative systems that managers in our value-centered economy use to investigate a variety of business issues related to product quality, customer service, and long-term relationships.

*Credit Hours: 3*

**BU340 Managerial Finance I**

Financial management integrates concepts from economics, accounting, management, and other business disciplines to forge a sound basis on which the firm can predict risk, return, and cash flows for operating and strategic decisions. This enables financial managers to manage the firm's resources and maximize return to the firm's shareholders, a central goal of most corporations. Topics include financial management, the time value of money, interest, stocks, and bonds.

*Credit Hours: 3*

**BU350 Organizational Behavior**

This course is designed to provide students with an opportunity to explore the behavior of individuals, groups, and organizations within today's dynamic work environment. Specific topics include communications, motivations, leadership, power structure, and organizational culture.

*Credit Hours: 3*

**BU360 Social Impact of Business**

In this course students examine broad social, ethical, and technological themes and trends that affect business operation. Some of the broad effects and implications of business-society interactions relating to public issues, ethics and social responsibility, and the process of globalization are explored. The course also examines issues of technology, development, the environment, culture, and diversity.

*Credit Hours: 3*

**BU440 Managerial Finance II**

This second course in the financial management sequence applies the concepts and tools learned in Managerial Finance I to specific decisions that must be made concerning financing the firm's long- and short-term assets. In this course, students learn how to apply specific models to capital structure and policy, tactical financing decisions, working capital management, and how entrepreneurs and firms raise funds for growth and development.

*Credit Hours: 3*

**BU450 Leadership Skills**

This course explores the leadership skills required in business, government, and society by looking at the relentless change and escalating uncertainties that define our times. Leadership has little to do with title or position; it is a way of acting that involves the influence of people to inspire change toward a mutually desired outcome. The courses address how effective leaders embrace the inevitability of constant change and diversity and use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees.

*Credit Hours: 3*

**BU460 Electronic Commerce**

E-commerce explains how businesses operate over the Internet, the Web, and on mobile applications. This course offers students an opportunity to learn about the countless platforms, interfaces, and services available to them, as well as society, through E-commerce. With this rapidly expanding market, this course presents the basics of E-commerce and its impact on everyday life.

*Credit Hours: 3*

**BU470 Strategic Management**

In this course, students explore the strategic management process and learn to assess industry attractiveness and the competitive environment. Skills are developed in matching firm capabilities with opportunities, building competitive advantages, and responding to shifts in the comparative advantage. Further, the course discusses corporate strategy, global strategy, and strategy for the small-business and not-for-profit (NFP) sectors. Finally, students learn how to design organizations for advantage, organize for and sustain advantage, as well as how to instill long-term value through corporate governance.

*Credit Hours: 3*

**BU480 e-Business Strategy**

This course addresses the new technological environment that marketers are facing by exploring strategic considerations related to technology and technology implementation. The course also examines the basics of the marketing exchange by utilizing the information highway, multimedia techniques, database marketing, interactive telecommunications, and other e-business techniques.

*Credit Hours: 3*

**BU490 Business Ethics**

In this course, students are given the opportunity to examine Business Ethics from a stakeholder perspective, discussing the application of various ethical approaches to decision making. Among these perspectives is the notion of justice and fairness; utilitarianism as a consequentialist approach; and the role of personal relationships in an "ethic of care." The course examines internal ethical business practices, investigating the moral responsibilities of various functional areas within the organization. Through examining corporate responsibility, the course also looks at the topics of environmental responsibility, global ethics, advertising ethics, and the responsibility of business as it relates to the natural environment.

*Credit Hours: 3*

**BZ380 Management Information Systems**

This course focuses on understanding information systems that today's managers use to make decisions and analyze production and performance in a business environment. Students learn to identify the challenges facing firms today, understand the technologies that help them meet these challenges, design business processes to take advantage of the technologies, and describe management procedures and policies to implement the required changes. The course explains the role of information systems concerning project and global management.

*Credit Hours: 3*

**BZ400 Strategic Information Technology**

This course helps improve decision-making in regard to technology. Students learn to identify major technologies that can increase competitive advantage and how to avoid some of the implementation traps that can lead to failed projects with careful planning. Students are taught how to diagnose choice technologies, organize their thinking about technology in helpful ways, and then analyze them in ways to help make technology a valuable strategic differentiator. Students discuss how laws such as Sarbanes-Oxley are forcing organizations to align business processes with technology.

*Credit Hours: 3*

**BZ420 Human Resources Management**

This course is designed to familiarize students with the basic principles of human resources management. The course begins with an overview and legal aspects. Work analysis and workforce planning, recruiting, staffing, training, and performance management are also evaluated. This foundation is used to synthesize how the human resources professional manages careers, compensation, labor relations, safety and health of employees, and discipline and procedural justice. The course concludes by evaluating related concepts in a global context.

*Credit Hours: 3*

**BZ440 Quality Control**

This course is a study of quality management processes from teams to organization-wide systems and the behavioral and analytical tools that support fully integrated quality management. Emphasis is given to the commitment of management and the organization to make the cultural changes necessary to implement quality improvements through the organization to ensure long-term competitiveness.

*Credit Hours: 3*

**BZ450 Being an Entrepreneur**

This course provides a strong foundation in the theory, process, and practice of entrepreneurship, including gaining a better understanding of planning, organizing, executing, and risk-taking. Students explore the history of entrepreneurship, the challenges of new venture startups, the factors that typically underlie new venture success, and the emerging use of Internet marketing for entrepreneurial firms. Students further learn the most common approaches entrepreneurs use to implement a strategic plan and the transition that occurs in the movement from an entrepreneurial style to a management style. Students should leave this course with the necessary knowledge to participate in, or independently begin, an entrepreneurial venture.

*Credit Hours: 3*

**BZ460 Project Management**

In this course, students first learn about project management, including the project manager's responsibility to the project. Topics discussed include the role of the project manager in managing the project life cycle, including defining tasks, scheduling, allocating resources, monitoring, and controlling. Tools, techniques, and tips for project management are presented. Once this is accomplished, students delve into the detailed requirements of project planning.

*Credit Hours: 3*



**BZ480 International Management**

This course deals with the issues affecting multinational corporation managers in a global business environment. Its primary focus is on understanding, respecting, and working within the parameters of a variety of cultures affecting the outcomes of all dimensions of business and management operations. These dimensions include, but are not limited to, business communication and negotiation, management decision making and strategy formulation and implementation, organizational structure and control, staffing, training, and compensation for global operations, and motivation and leadership from a multinational, multicultural set of perspectives.

*Credit Hours: 3*

**C01 Introduction to Business**

This course identifies concepts, principles, and operations of the private enterprise system. Students compare and contrast sole proprietorships, partnerships, and corporations, and they learn the advantages and disadvantages of each. This course also discusses the functions of modern business management, marketing, and ethics, and social responsibility. Human resource management and employee motivation are described. Bookkeeping, accounting, financial management, and financial statements are also examined.

*Credit Hours: 3*

**C02 Business English**

This course examines the fundamental processes, theories, and methods that can enhance and improve the overall writing initiative. Students examine the process of prewriting, drafting, editing, and revising various types of content, including sentences, paragraphs, and business documents and review standard English grammar, punctuation, and style. They gain information on how to structure negative, positive, persuasive, and informational writing as well as how to design document layouts. Students also learn the business practices of writing application letters, resumes, and interview follow-up letters. All of these skills provide them with the tools necessary for writing in today's business environment.

*Credit Hours: 3*

**C04 Introduction to Psychology**

Introduction to Psychology provides a general survey of psychology, including the relationship between biology and behavior. Other topics introduced in the course include learning, memory, cognition and language, intelligence, motivation and emotion, gender and sexuality, psychological disorders and their treatments, and research methods.

*Credit Hours: 3*

**C05 Business Communication**

Business Communication is a practical course that examines principles of communication in the workplace. It introduces common formats, such as the memo, letter, and report. Students review their writing skills to gain greater mastery of grammar, mechanics, and style. More importantly, it introduces students to the strategies successful business professionals employ for a variety of situations. Techniques for writing informational, persuasive, sales, employment, good news, and bad news communications are discussed. Students learn information on internal and external communication situations and practice audience analysis and gain information on the technological tools available to business communicators today. Students are introduced to the exciting communication possibilities offered by personal computers, cell phones, videoconferencing, desktop publishing, and other cutting-edge technology.

*Credit Hours: 3*



**C06 Business Ethics**

Business Ethics provides an introduction to business ethics. Part philosophy and part business, the course covers a wide array of ethical issues arising in contemporary business life. Major theoretical perspectives and concepts are presented, including ethical relativism, utilitarianism, and deontology. The lessons explore employee issues and responsibilities, leadership and decision making, morality, diversity, discrimination, and ethics in marketing and advertising. Corporate social responsibility is also examined, as are the topics of environmental responsibilities, global ethics, and regulation concerns in an era of increasing globalization.

*Credit Hours: 3*

**C07 Personal Finance**

Personal Finance equips students to understand, plan, and manage financial affairs. It focuses on the development of practical methods of organizing financial information, interpreting personal financial position and cash flow, developing achievable and worthwhile goals, and implementing actionable plans and risk management techniques to meet those goals. Specific topics covered include money management, insurance, and investing.

*Credit Hours: 3*

**C08 American Government**

In this course, you'll explore how the founders formed the government, how it's structured, and how it operates. You'll consider how civil liberties and civil rights are affected by federalism. You'll examine the three branches of government that comprise the system of checks and balances —legislative, executive, and judicial. You'll also learn about the political system of parties and interest groups and how they influence public opinion and participate in the government. You'll find that although the Constitution, in principle, grants certain rights and liberties to the people, many groups still need to be allowed those rights in practice and have had to fight for them. The nature of the US government means that the people have a voice and that the Constitution is a living document because it can be adapted and amended to change with the times.

*Credit Hours: 3*

**C09 Principles of Finance**

Principles of Finance offers a broad overview of corporate finance, including the goals of financial management. Students examine how the information contained in financial statements is used in analysis and forecasting. The topic of valuation is introduced, with a focus on valuing stocks and bonds. Students review the financial manager's role in estimating risk and return, computing cost of capital, evaluating capital structure policies, making investment decisions, and raising capital. Other topics include financial securities and derivatives, long-term and short-term planning, and innovations in corporate finance.

*Credit Hours: 3*



### **C10 Introduction to Computers**

Introduction to Computers provides students with foundational skills and knowledge needed for today's technology-based careers. Students learn the components of systems—from the CPU and memory to input devices and peripherals—and how these components interact with an operating system to perform critical tasks. Keeping current with fast-changing computer technologies, this course discusses the computer technologies today that are allowing the creation of a virtualized mobile workforce. It explores how computers connect to the Internet, what services can be found online, and what dangers exist in the form of viruses, Trojans, and other malware. The course also familiarizes the student with the basics of today's office productivity applications and help establish a foundation for working with these applications, including spreadsheets, word processors, and presentation-creation tools.

*Credit Hours: 3*

### **C11 Macroeconomics**

This course will cover the topic of macroeconomics, which is the study of the economy as a whole. It analyzes economy-wide phenomena, including inflation, unemployment, and trade deficits.

Macroeconomic information shows up daily in news articles and broadcasts because its implications are important to the quality of our lives. For instance, why is income high in some countries and very low in others? Why do production and employment expand in some years and contract in others?

These questions and many others can be addressed by macroeconomic analysis. Studying macroeconomics can help you better understand how the condition of the overall economy affects us all. You often hear about things like average prices rising at a particular rate (inflation) and the imbalance of trade between the United States and the rest of the world (the trade deficit). This information and several other statistics are compiled and monitored by the economists who study the macro economy.

*Credit Hours: 3*

### **C12 Business Law**

Business Law is designed to familiarize students with various kinds of laws, key elements of the American Constitution, and the concepts of the various schools of jurisprudence. Ethics, values, morality, law, and the various ethical theories are compared and contrasted, and the need for promoting corporate social responsibility is discussed. The elements of tort law, the basic elements of a contract, the sources of laws governing contracts, and the conditions for an offer to be valid are examined. Topics include reality of consent, capacity of minors, consequences of illegal agreements, assignment of rights, transfer of title, and the rights of third parties. Delivery of goods, right to inspection, acceptance and revocation of contract, the remedies available to buyers and sellers, and the nature of property are also discussed.

*Credit Hours: 3*

**C13 Microeconomics**

This course will provide a survey of the economic behavior on an individual human and business level. You'll learn the basic concepts of the economic perspective needed to work with the principles of economics. In addition to the basic concepts of supply and demand, market structures, consumer behavior, government regulation, resource markets and modern issues in microeconomics will be explored in this course.

*Credit Hours: 3*

**C14 Income Tax Fundamentals**

Income Tax Fundamentals introduces the basic concept and calculation of Federal income tax and explains the forms for filing federal income taxes. Much of the lesson is devoted to the Form 1040 Individual Income Tax filing return and its accompanying schedules. Students learn how to calculate adjusted gross income, how and when to itemize deductions, how to treat capital gains, business income, and passive income, and how to calculate certain tax credits. Students are also introduced to payroll taxes, partnership taxation, and corporate taxation—though each of these topics could be an entire course on its own.

*Credit Hours: 3*

**C15 Principles of Management**

Principles of Management is designed to help students understand the major functions of management (planning, organizing, leading, and controlling) and the significance of each function in relationship to the existence of the company. This course describes how companies use management to set and accomplish goals through individuals, groups, and other types of resources. It also analyzes communication and ethics in the organization. Other topics include decision-making, change, employee development, organizational structures, management control, leadership, conflict resolution, information security, and globalization.

*Credit Hours: 3*

**C16 Principles of Marketing**

This course covers the principles of marketing. Topics covered include assessing, analyzing, understanding, and targeting the marketplace as well as the creation, capture, delivery, and communication of value. Students will learn how to develop a marketing plan; use social and mobile marketing effectively; integrate ethics into marketing strategies; influence the consumer decision process; perform market research; perform SWOT and STP analyses; make decisions concerning branding, packaging, and developing new products; price products and services fairly; set advertising objectives; and more.

*Credit Hours: 3*

**C17 College Mathematics**

College Mathematics focuses on the fundamental math concepts through the use of real-world scenarios and step-by-step instruction. Students perform operations and problem-solving with whole numbers, fractions, percentages, and decimals. Units of time, weight, capacity, length, and mass are applied to mathematical calculations, and basic geometric shapes are categorized. Statistical values for mean, median, mode, and standard deviation are determined, and basic statistical graphs are created. Other topics include ratios, proportions, U.S. Standard and Metric units of measure, algebraic expressions, and equations.

*Credit Hours: 3*



**CJ310 Introduction to Criminal Justice**

Introduction to Criminal Justice examines the past, present, and future of the American criminal justice system. Topics discussed include how laws are created; the history and types of law enforcement; structure of the court system; and the changing philosophies of the American correctional system. Students also examine the role of legal precedent, the death penalty, prison life, and the juvenile justice system.

*Credit Hours: 3*

**CJ320 American Constitutional Law**

This course is designed to introduce students to the underlying political structure of the American judiciary and to explore the political and legal foundations for constitutional law in the American political system. This course is based on the premise that judges are political actors and courts are political institutions; both are integrally connected with other branches of American government, and federal and state governmental relationships are key because our system is based on the "rule of law."

*Credit Hours: 3*

**CJ330 Criminal Law and Procedure**

This course introduces students to the legal foundations and limitations of criminal law and criminal procedure. The elements of criminal liability, including complicity and vicarious liability, are reviewed. Categories of crimes are discussed, along with the defenses to criminal liability. Once these categories and concepts are discussed, we focus on criminal procedure as it relates to search and seizure, interrogation, identification, pretrial, charging and pleading, trial, sentencing, and appeal.

*Credit Hours: 3*

**CJ340 Criminology**

This course is an examination of classic theories and current developments in theory, research, and policy with regard to such issues as mass and serial murder, hate crimes, drugs and crime, career criminality, terrorism, and new forms of organized and white-collar crime.

*Credit Hours: 3*

**CJ350 Judicial Process**

This course explores the structures of both federal and state criminal courts. The roles and duties of key players are examined, as well as the constitutional rights of defendants. The history of juries and development of criminal law are explored as well. The entire trial process, including pretrial procedures, plea bargains, appeals, and differential treatment of offenders are studied in depth.

*Credit Hours: 3*

**CJ360 Criminal Investigation**

In this course, students thoroughly examine the investigation process and situations in which police officers apply specific investigative and information-gathering techniques to meet the evidentiary requirements of specific crimes.

*Credit Hours: 3*



**CJ370 Correctional Practice and Policy**

This course is a comprehensive study of the context, practices, and special interests of corrections. Topics include the early history and current trends of correctional thought and practice, jails and other short-term facilities, intermediate sanctions, the prison experience, women in prison, institutional management, educational/treatment programs, prisoners' rights, and race/ethnicity challenges.

*Credit Hours: 3*

**CJ380 Probation and Parole**

This course examines the theory and practice of probation and parole, including presentence investigation, supervision of probationers, parole administration and services, treatment theory, parole officers, juvenile services, and new concepts (such as community-based corrections, the justice model, and determinate sentencing) that have impacted traditional probation and parole theory.

*Credit Hours: 3*

**CJ390 Victimology**

This course explores the concept of victimology, its history, and evolving role in the criminal justice system. The roles and duties of victims' advocates and victims' services providers are also examined. Victims' rights, restitution, hate crimes, intimate partner violence, abuse and sexual victimization of children, special victim populations, and victimology at the international level are studied in depth.

*Credit Hours: 3*

**CJ400 Ethics in the Justice System**

This is an examination of a wide range of ethical issues in policing, the practice of law, sentencing, corrections, criminal justice research, and crime control policy. Course discussion includes the utilitarian and deontological approaches to criminal justice ethics, morality of the death penalty, privatization of corrections, and the myths that influence public opinion toward crime and crime control.

*Credit Hours: 3*

**CJ410 Leadership in Law Enforcement**

This course takes a close look at the structures, leadership, and behaviors found in a typical police agency. Lessons devoted to human resource management and on-the-job stress include a discussion of Employee Assistance Programs (EAPs). This course also examines the impact that severe budget cutbacks and a culture of violence have had on law enforcement agencies across the nation. Legal issues are highlighted throughout the course.

*Credit Hours: 3*

**CJ420 Juveniles in the Justice System**

This course presents the structures, procedures, and philosophies of juvenile justice agencies in the United States. The course compares juvenile court to adult court and includes a discussion of seminal U.S. Supreme Court cases that address juvenile offenders. Important issues, debates, and the challenges facing juvenile justice agencies are also covered.

*Credit Hours: 3*

**CJ430 Police and Community Relations**

This course provides a study of proactive community-oriented policing and problem solving (COPPS) in the context of changes in police departments and communities. Emphasis is placed on the evolution of community policing, the relationship of the police and the community in the community policing philosophy, the implementation of COPPS in a culturally diverse society, the impact of various types of crimes on policing approaches, and methods of evaluating COPPS initiatives.

*Credit Hours: 3*

**CJ440 White Collar Crime**

This course is designed to introduce students to an examination of white-collar crime. This includes a review of the forms, causes and consequences, relevant social scientific theories, and the mechanics of this type of crime. How the schemes work, who perpetrates them, and the relationship to the environment in which they are perpetrated are also reviewed. This includes a closer look at consumer fraud, unsafe products, environmental crime, and institutional corruption, including religious-affinity fraud, securities fraud, corporate fraud, fiduciary fraud, crimes by the government, corruption, healthcare fraud, and computer-related crime.

*Credit Hours: 3*

**CJ450 Private Security**

This is an examination of private security from a historical and philosophical perspective. Topics include the evolution of private security, basic security goals and responsibilities, investigation, deterrence theory, loss prevention through risk management, how to recruit, select, and train security personnel for an organization, and current challenges facing the security profession. This course examines private security. It explores in depth the history of security, civil and criminal law, and the changes that have occurred in homeland security and the policing landscape of the U.S. since the events of 9/11. Terrorism and cybercrimes are covered in detail. Retail security concerns and the ongoing threat of workplace violence are studied. Throughout, job opportunities for security professionals are addressed.

*Credit Hours: 3*

**E01 Careers in Early Childhood Education**

The foundations of early childhood education, current trends, and the importance of educating young children from birth to age eight are discussed. Students learn how to meet the needs of every child in every area of development, background, and ability.

*Credit Hours: 3*

**E02 Child Development**

This course examines childhood development by observing physical and psychosocial factors that lead to cognitive, language, and literacy development according to a child's age.

*Credit Hours: 3*

**E03 Curriculum Development**

This course focuses on the purpose of curriculum, the elements to consider when developing curriculum, and how to meet the needs of all children in the classroom.

*Credit Hours: 3*

**E04 Guidance and Discipline**

This course delves into discipline, its foundations, philosophies, and approaches. Reasons behind a child's behavior are presented. Students explore why a "one-size-fits-all" approach is rarely effective in the classroom.

*Credit Hours: 3*

**E05 Children's Literature**

Literature is a core component of an early childhood curriculum. This course teaches students how to evaluate appropriate resources and how to use these resources in a classroom to meet specific educational objectives.

*Credit Hours: 3*

**E06 Creative Expression and Play**

Play is a core component of an early childhood curriculum. This course reinforces the importance of play and teaches students how to integrate play into the art, music, movement, and drama curricula. This course also analyzes the connection between play and creativity and demonstrates techniques for fostering creativity.

*Credit Hours: 3*

**E07 Art and Creative Development**

This course teaches the student the importance of art and creativity in developing the whole child. Students understand the child's artistic development and how to provide developmentally-appropriate art experiences through a variety of sources. Students learn research-based practices to create a complete early childhood art program.

*Credit Hours: 3*

**E08 Health, Safety, and Nutrition**

Students learn how the topics of health, safety, and nutrition are interrelated, how to assess children's health, how to plan for safety and attend to children's injuries, and how to foster nutritious eating habits.

*Credit Hours: 3*

**E09 Home, School, and Community**

This course is an introduction to the partnerships between the child, family, and community that must be created in order to achieve the best results for children in the classroom and society. Among the topics covered are the challenges to creating partnerships with families, relationship-building with the parents and children, and the community's role in socializing the child.

*Credit Hours: 3*

**E10 Exceptional Children**

In today's classroom there is an array of children with many different needs and abilities. It is important for teachers to be prepared to meet each child's individual needs while making each child feel like a vital part of the learning community. This course is an introduction to the special needs of children with developmental disabilities, and how to implement programs that include these children in an early childhood classroom. Inclusion is not only beneficial for the child with special needs; it is beneficial for all the children in the classroom as they develop a sense of community and an acceptance of diversity.

*Credit Hours: 3*

**E11 Movement and Music**

Young children explore the world around them and learn about themselves essentially by moving about and using their senses. Movement is a key component of all children's development. Thus, movement is an essential part of an early childhood curriculum. Children also love music, and rhythm is directly related to movement, making it an essential part of an early childhood curriculum as well. This is a broad-based course in physical education for children, which emphasizes the development of fundamental motor skills through child-centered activities that often involve the use of music.

*Credit Hours: 3*

**E12 Cultural Diversity**

When working with children, it is important to realize that the environment and family a child is growing up in directly affects the way the child thinks, learns, and behaves. This course is a sociological overview of the ways cultural diversity influences children's behavior, communication, and learning styles; it also gives suggestions for teachers in working with children from diverse backgrounds.

*Credit Hours: 3*

**E13 Early Childhood Literacy**

Language Arts in the early education classroom covers a variety of topics. The development of a child's listening, speaking, writing, and reading skills is discussed in this course, as well as practical guidelines for setting up a classroom to address all children and meet their developmental needs.

*Credit Hours: 3*

**EC310 Introduction to Early Childhood Education**

This course reviews the foundations of early childhood education, current trends, and the importance of educating young children from birth to age eight. Students discuss how to meet the needs of every child in every area of development, background, and ability.

*Credit Hours: 3*

**EC320 Child Development**

This course examines childhood development by observing physical and psychosocial factors that lead to cognitive, language, and literacy development according to a child's age.

*Credit Hours: 3*

**EC330 Health, Safety, and Nutrition**

Students learn how the topics of health, safety, and nutrition are interrelated, how to assess children's health, how to plan for safety and attend to children's injuries, and how to foster nutritious eating habits.

*Credit Hours: 3*

**EC340 Guidance and Discipline**

This course delves into discipline, its foundations, philosophies, and approaches. Reasons behind a child's behavior are presented. Students explore why a "one size fits all" approach is rarely effective in the classroom.

*Credit Hours: 3*



**EC350 Creative Expression and Play**

Play is a core component of an early childhood curriculum. This course reinforces the importance of play and teaches students how to integrate play into the art, music, movement, and drama curricula. This course also analyzes the connection between play and creativity and demonstrates techniques for fostering creativity.

*Credit Hours: 3*

**EC360 Movement and Music**

Young children explore the world around them and learn about themselves essentially by moving about and using their senses. Movement is a key component of all children's development. Thus, movement is an essential part of an early childhood curriculum. Children also love music, and rhythm is directly related to movement, making it an essential part of an early childhood curriculum as well. This is a broad-based course in physical education for children, which emphasizes the development of fundamental motor skills through child-centered activities that often involve the use of music.

*Credit Hours: 3*

**EC370 Early Childhood Literacy**

Language Arts in the early education classroom covers a variety of topics. The development of a child's listening, speaking, writing, and reading skills is discussed in this course, as well as practical guidelines for setting up a classroom to address all children and meet their developmental needs.

*Credit Hours: 3*

**EC380 Art and Creative Development**

This course teaches the student the importance of art and creativity in developing the whole child. Students learn the child's artistic development and how to provide developmentally appropriate art experiences through a variety of sources. Students review research-based practices to create a complete early childhood art program.

*Credit Hours: 3*

**EC390 Children's Literature**

Literature is a core component of an early childhood curriculum because learning to read and write are fundamental skills that young children explore in a classroom setting. Children's literature may also be used to enrich math, science, and social studies curricula, with a focus on character and social development. This course teaches students how to evaluate appropriate resources and how to use these resources in a classroom to meet specific educational objectives. Literature is a core component of an early childhood curriculum. This course teaches students how to evaluate appropriate resources and how to use these resources in a classroom to meet specific educational objectives.

*Credit Hours: 3*

**EC400 Early Childhood Math and Science**

This course focuses on incorporating the fundamental concepts of math and science into education programs for young children. It provides strategies for teaching children how to apply these concepts in problem-solving and scientific investigation.

*Credit Hours: 3*

**EC410 Cultural Diversity**

When working with children, it is important to realize that the environment and family a child is growing up in directly affects the way the child thinks, learns, and behaves. This course is a sociological overview of the way's cultural diversity influences children's behavior, communication, and learning styles; it also gives suggestions for teachers in working with children from diverse backgrounds.

*Credit Hours: 3*

**EC420 Exceptional Children**

In today's classroom there is an array of children with many different needs and abilities. It is important for teachers to be prepared to meet each child's individual needs while making each child feel like a vital part of the learning community. This course is an introduction to the special needs of children with developmental disabilities, and how to implement programs that include these children in an early childhood classroom. Inclusion is not only beneficial for the child with special needs, it is beneficial for all the children in the classroom as they develop a sense of community and an acceptance of diversity.

*Credit Hours: 3*

**EC430 Curriculum Development**

This course focuses on the purpose of curriculum, the elements to consider when developing curriculum, and how to meet the needs of all children in the classroom.

*Credit Hours: 3*

**EC440 Creating Learning Environments**

This course is designed to help students explore early childhood environments and curriculum that enhances the learning and development of young children. It focuses on creating healthy, safe, and emotionally supportive environments that facilitate and promote learning in a variety of areas – literacy, math, science, art, music, play, etc.

*Credit Hours: 3*

**EC450 Home, School, and Community**

This course is an introduction to the partnerships between the child, family, and community that must be created in order to achieve the best results for children in the classroom and society. Among the topics covered are the challenges to creating partnerships with families, relationship-building with the parents and children, and the community's role in socializing the child.

*Credit Hours: 3*

**EN120 English Composition I**

This course begins with an overview of the writing process and prewriting techniques and then progresses to discuss different types of paragraphs, including illustration, narration, description, process, definition, comparison, contrast, classification, cause/effect, and persuasion. Students explore ways to organize paragraphs and understand the use of coherence, transitions, consistency, parallel structure, and sentence variety.

*Credit Hours: 3*

**EN130 English Composition II**

This course is a continuation of English Composition I. It begins by offering tips on college writing, active reading, and study strategies at the college level. Students explore the framework for drafting a college essay, including elaborated explorations for finding a topic, assessing an audience, and determining the purpose of an essay as students identify their essay's thesis and craft a thesis statement. Students are introduced to strategies for finding and using sources. The balance of this course is devoted to the specifics of reading, analyzing, and writing college-level essays, including description, narration, illustration, process analysis, comparison and contrast, classification and division, definition, cause and effect, argument, and business applications.

*Credit Hours: 3*

**EN360 Technical Communication**

This course examines the process of technical communication with an emphasis on preparing professional communications such as correspondence, proposals, reports, instructions, and manuals. Topics include audience and workplace analysis, the research and writing processes, ensuring usability, and visual forms.

*Credit Hours: 3*

**F01 Money and Banking**

This course focuses on the economics of money, banking, and financial markets. Detailed explanations of money, interest rates, and financial hazards explain how this medium of exchange changes value with economic fluctuations. The banking industry, including the Federal Reserve System, and national and international monetary policy, and monetary theory, are also a focus of this course. Students learn how money, its policies, and its uses affect their short-term and long-term spending and saving.

*Credit Hours: 3*

**F02 Financial Institutions and Markets**

In this course, students take a detailed look at the various types of organizations that make up the financial industry and the markets within which these organizations operate. Complete coverage of Federal Reserve monetary policy, bonds and interest rate risk, money markets, mortgage markets, equity markets, derivatives markets, international markets, commercial banking, international banking, thrift institutions, finance companies, insurance companies, pension funds, investment banking, venture capital, investment companies, and hedge funds.

*Credit Hours: 3*

**F03 Financial Statement Analysis**

In this course, students are introduced to three major financial statements: the balance sheet, the income statement, and the statement of cash flows. Each statement presented facilitates an understanding of the source of the statement's financial information and information concerning the applicability and analysis of its financial information. An emphasis on both accounting and finance is included to present guidelines and commonly accepted practices.

*Credit Hours: 3*

**F04 Investments**

This course offers students an in-depth coverage of investment alternatives, securities markets, risk/return tradeoffs, portfolio theory and selection, and asset pricing models. Common stock valuation and analysis, economy/market analysis, technical analysis, bond yields and prices, options, futures, portfolio management, and evaluation of investment performance is also presented. Students can expect to apply concepts relating to the world of investing with an emphasis on the art and science of decision making.

*Credit Hours: 3*

**G01 Consumer Buying Behavior**

This course is an introduction to the world of consumer behavior, investigating how perceptions, learning, memory, personality, and attitudes all influence purchase decisions and buying behavior. Group dynamics and the influence of culture and subculture on consumer consumption preferences are also addressed.

*Credit Hours: 3*

**G02 Principles of Professional Selling**

This course is an introduction to the world of personal selling. Students take a close look at developing customer relationship strategies and product strategies. Strategies for sales presentations, closing the sale, and servicing the sale are also explored. Finally, students review the many facets of sales management.

*Credit Hours: 3*

**G03 Principles of Retailing**

Principles of Retailing reviews management of a retail business, with extensive coverage of the types of retailers, marketing and financial strategies, retail locations, human resource management, supply chain management, merchandise management, and store management.

*Credit Hours: 3*

**G04 Integrated Marketing Communications**

Integrated Marketing Communications covers all methods of promotion. This includes corporate image and brand management, advertising management, advertising design, media selection, promotions, public relations, and an introduction to Internet market and social media.

*Credit Hours: 3*

**G05 Internet Marketing**

Internet Marketing provides a focused look at using the Internet as a marketing tool. E-business models, strategic planning, e-marketing research, the Internet consumer, pricing online, customer relationship development and management, and social and regulatory issues, including consumer data privacy and intellectual property, are addressed.

*Credit Hours: 3*

**G06 International Marketing**

This course offers complete coverage of the global marketing environment, including social and cultural considerations, political and regulatory issues, global market segmentation and targeting, imports and exports, pricing decisions, global marketing communications, and global product distribution methods.

*Credit Hours: 3*

**GE350 World Geography**

This course explores four geographic components specific to each chapter of your text. Environment, Society, and Sustainability focuses on climate, weather patterns, landforms, soil formation, and regional plant and animal ecology. History, Economy, and Territory explores regional history, economic systems, and human-defined territories. Culture and Populations outlines and discusses varying cultural patterns, including regional languages and differing religions in the context of demographic profiles, such as population growth and migration patterns within and across regions. Finally, Future Geographies addresses the fact that specific countries and regions confront challenges that will impact their futures, recognizing and differentiating trends which may or may not be promising as we contemplate humanity's uncertain future.

*Credit Hours: 3*

**H01 Medical Office Management I**

This course provides students with an introduction to the administrative activities of a private medical practice, hospital office, or clinic department. Students learn how to schedule appointments, follow OSHA standards and universal precautions, differentiate between government and commercial health insurance programs, maintain patient records, ensure HIPAA compliance, perform billing and coding duties, and follow typical office management procedures.

*Credit Hours: 3*

**H02 Medical Office Management II**

This course provides students with an introduction to the clinical competencies required of medical assistants in various healthcare settings. Students learn about infection control, vital signs, physical examinations, medical specialties, life span specialties, minor surgery, and medical emergencies. They also learn about the clinical laboratory, microbiology, urinalysis, phlebotomy, hematology, pulmonary function, physical therapy and rehabilitation, pharmacology, patient education and nutrition, mental health, and career opportunities.

*Credit Hours: 3*

**H03 Medical Terminology**

This course familiarizes students with the medical terminology they will encounter in their studies and their career. Lessons are organized based on the systems of the human body.

*Credit Hours: 3*

**H04 Anatomy and Physiology I**

This course builds on previously acquired knowledge about the human body to provide students with a clear understanding of how each system works and how the systems work together. As a foundation, the student is introduced to the chemistry of the human body, an analysis of the structure and function of cells, tissues, and membranes, and a description of how disease affects systems of the body. The integumentary, lymphatic, skeletal, muscular, and nervous systems are explored in detail.

*Credit Hours: 3*

**H05 Anatomy and Physiology II**

A continuation of Anatomy and Physiology I, this course explores in detail the senses, blood, and heart, along with the endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems. Topics such as immunity, metabolism, development, and biochemistry are also covered.

*Credit Hours: 3*

**H06 Health Records Management**

This course introduces most of the records used in a medical office and health information management. Students see examples of these records, study their contents, and learn how these records are used, shared, and stored by health information management professionals. Students also learn about the relationships among these records and medical care, legal, insurance or billing concerns, and the fundamentals of health information systems.

*Credit Hours: 3*

**H07 Medical Coding I**

This course introduces students to the skills needed for correct billing in hospital outpatient clinic, inpatient, and physician office settings. Topics include the proper use of forms and billing guidelines to evaluate medical necessity. Students are also introduced to various reimbursement methodologies and the claims billing process.

*Credit Hours: 3*

**H08 Medical Coding II**

This course introduces students to the skills needed for correct coding in the hospital outpatient clinic, inpatient, and physician office settings. Topics include ICD-9, ICD-10, CPT and HCPCS coding and electronic claims processing.

*Credit Hours: 3*

**HE310 Survey of Healthcare Management**

This course provides students with a comprehensive education about the healthcare industry. Students build strong critical thinking and analytical skills that students will need as a future healthcare administrator. This course examines the full scope of responsibilities associated with the position of healthcare administrator. Topics of discussion include finance, human resources, risk assessment, crisis management, compliance, internal and external audits, and quality assessment/control, and performance improvement, as well as legal and ethical concerns as they relate to the healthcare industry.

**HE320 Medical Sociology**

This course analyzes social factors in relation to health and disease. Consideration is given to definitions of health, illness behavior, the formal and informal organization of health professions and institutions, and the expanding role of government in the health field. Use is made of both theory and current research. Social issues and health care are also examined and include poverty and health delivery systems, abortion, euthanasia, child abuse, and old age.

*Credit Hours: 3*

**HE330 Healthcare Delivery Systems**

This course provides a current and comprehensive overview of the basic structures and developments of the U.S. health system. The historical origins, resources, individual services, cost, and quality are explored. The topics covered include the continuum of care, concepts methods and theories in healthcare delivery systems, and computer applications in healthcare.

*Credit Hours: 3*

**HE350 Healthcare Human Resource Management**

This course is designed to familiarize students with the basic principles of healthcare human resources management. The course begins with an overview of human resources within a healthcare organization. Training, compensation, recruiting, staffing, training, and performance management are examined. This foundation is used to examine how the human resources professional manages careers, compensation, labor relations, safety and health of employees, and discipline and procedural justice.

*Credit Hours: 3*

**HE360 Healthcare Economics**

This course provides a step-by-step examination of the basic principles of economics as they apply to health systems. It focuses on how healthcare costs are determined, how supply and demand impact healthcare, and how effective healthcare delivery maximizes resources. Important information is given on the healthcare reforms currently faced at the state, national, and international levels as well as updated organizational models. Students will develop a useful framework to understand many current public health and healthcare issues.

*Credit Hours: 3*

**HE380 Managed Healthcare**

This course presents an overview of major issues related to the design, function, management, regulation, and evaluation of health insurance and managed care plans. It provides a firm foundation in basic concepts pertaining to private and public sector health insurance/benefit plans, both as provided by employers and government agencies such as Medicaid and Medicare.

*Credit Hours: 3*

**HE400 Cultural Diversity in Healthcare**

This course presents cultural perspectives about health care practices. Many diverse cultures are described in rich detail with respect to their similarities and differences. Their individual perspectives on such topics as worldview of health, illness etiology, religion, and health promotion are presented. Health barriers and the Affordable Care Act are described to provide ways to effectively communicate and treat people from different cultures.

*Credit Hours: 3*

**HE420 Healthcare Finance & Accounting**

This course presents a comprehensive analysis of financially managing a healthcare organization. Students are introduced to financial terminology and how it is used in organizational analysis. Evaluation of financial statements provides insight as to necessities of effective planning, staffing, inventory management, budgeting, and benchmarking. Lastly, the benefits of electronic record implementation are explored along with how it is being supported by the World Health Organization.

*Credit Hours: 3*

**HE450 Leadership in Healthcare**

This course explores the leadership skills required in the healthcare industry by looking at how effective leaders embrace the inevitability of constant change and diversity. Master leaders use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees. In this course, students gain insight into various models for leadership and leadership styles. Students also learn how the medical field is shaping a new community-based approach to care that supports patient satisfaction.

*Credit Hours: 3*

**HE470 Medical Law and Ethics**

In this course, students learn how medical law and ethics are interwoven and help define and strengthen healthcare delivery. Students learn how both providers and patients have rights and work together to provide optimal health. In addition, students learn about workplace safety, protection of medical records, ethical considerations, and future trends and benefits in the healthcare environment.

*Credit Hours: 3*

**HE490 Healthcare: Research Study**

This course requires students to synthesize the knowledge gained throughout their program and demonstrate mastery of the concepts, theories, and practices through a comprehensive research paper. The student acquires research skills in design, methodology and writing. The research paper must not only describe current trends within the chosen topic area but should demonstrate how the topic relates to the broader field of healthcare management. The student fulfills the requirement for the course through the submission of written assignments and submission of a scholarly research report.

*Credit Hours: 3*

**HS150 World Civilizations I**

World Civilizations I describe world civilizations in-depth, tracing the development of human history from the earliest cuneiform writings through the development of philosophy, religion, politics, art, and science in Middle Eastern, Indian, Chinese, Greek, Roman, and European civilizations. Students are expected to, at the successful conclusion of this course, describe the outstanding features of the civilizations discussed, compare various civilizations to one another, identify major artistic, legal, philosophical, and religious achievements of each civilization, and discuss how new civilizations in a geographic area emerged from previous civilizations.

*Credit Hours: 3*

**HS250 World Civilizations II**

World Civilizations II provides a basic, foundational background to world history, from the Age of Exploration to the present. The required readings, exams, and written assignments enables students to increase their understanding of the historical events of the time period in question and, additionally, comprehend historical themes that run throughout the course. The design of the course establishes a baseline for the major themes of modernity and connects these themes to historical events through a framework of continuity and change. The design encourages students to think creatively and analytically, making connections throughout the course and incorporating and building on major themes from one week to the next.

*Credit Hours: 3*

**J01 Introduction to Criminal Justice**

Introduction to Criminal Justice examines the past, present, and future of the American criminal justice system. Topics discussed include how laws are created: the history and types of law enforcement; structure of the court system; and the changing philosophies of the American correctional system. Students also examine the role of legal precedent, the death penalty, prison life, and the juvenile justice system.

*Credit Hours: 3*



**J02 Criminal Law**

This course examines criminal law in the U.S. It offers an overview of the criminal court system. The course provides a foundation in criminal law, as well as defenses that are available to those accused of committing criminal acts. Terrorism and crimes involving multiple offenders are also highlights of this course. Throughout, early common law is compared to modern law.

*Credit Hours: 3*

**J03 Criminal Procedure**

Criminal Procedure provides procedures used to lawfully investigate, apprehend, and prosecute individuals suspected of and accused of violating criminal laws.

*Credit Hours: 3*

**J04 Policing**

This course provides an introduction to the responsibilities of police officers, providing examples and applications of theory, including topics such as patrol techniques, use of discretion, and describing how police departments are organized and managed, and how they are responding to modern challenges.

*Credit Hours: 3*

**J05 Corrections**

This course provides students with an introduction to federal and state correction facilities in the U.S. The course explores the history of prisons, including the use of inmates as laborers. The course examines how prisons operate today and consider alternatives to incarceration. The privatization of prisons and the Constitutional rights of offenders are also highlights of this course. The course concludes with a look at the unique needs and challenges female inmates confront and pose to corrections staff.

*Credit Hours: 3*

**J06 Ethics in Criminal Justice**

This is an examination of a wide range of ethical issues in policing, the practice of law, sentencing, corrections, criminal justice research, and crime control policy. Course discussion includes the utilitarian and deontological approaches to criminal justice ethics, morality of the death penalty, privatization of corrections, and the myths that influence public opinion toward crime and crime control.

*Credit Hours: 3*

**J07 Private Security**

This course examines private security. It explores in depth the history of security, civil and criminal law, and the changes that have occurred in homeland security and the policing landscape of the U.S. since the events of 9/11. Terrorism and cybercrimes are also covered in detail. Retail security concerns and the ongoing threat of workplace violence are studied. Throughout, job opportunities for security professionals are addressed.

*Credit Hours: 3*

**J08 Domestic Violence**

This course examines the history of domestic violence here in the U.S. and on a global level, including an examination of patriarchal societies, theories that attempt to explain criminal behavior, child abuse, elder abuse, batterer intervention programs, and the roles of law enforcement and the courts in responding to domestic and family violence.

*Credit Hours: 3*

**J09 Juvenile Justice**

This course provides a look at juvenile delinquency, including the historical treatment of wayward adolescents and the theories that attempt to explain their criminality, as well as taking a look at the current justice and corrections systems in the United States.

*Credit Hours: 3*

**J10 Criminal Investigation**

In this course, students thoroughly examine the investigation process and situations in which police officers apply specific investigative and information-gathering techniques to meet the evidentiary requirements of specific crimes.

*Credit Hours: 3*

**J11 Report Writing**

This course examines the report writing skills required of criminal investigators. The course explores in depth arrest and crime reports, the rules of narrative writing, including interviews, search warrants, and special issues encountered in this type of writing. Probable cause and the chain-of-custody issues are given special attention.

*Credit Hours: 3*

**K01 Windows Operating Systems**

In this course, students learn how to Navigate Windows 10, work with files and folders, and conduct Google searches in Microsoft Edge. Students discover Windows apps, including Windows Entertainment, Information, and Productivity apps. Students also learn about viruses and spyware, along with strategies to protect their computer. Lastly, students are provided with the knowledge needed to practice advanced file management.

*Credit Hours: 3*

**K02 MS Office Applications I**

Microsoft Office 2019 allows people to create documents, spreadsheets, presentations, and databases. This course will teach you how to use three popular tools from the MS Office Suite— MS Word, MS Excel, and MS PowerPoint. In this course, you'll learn how to use MS Word to create and edit text documents, insert figures and tables, and format pages for a variety of uses. You'll then learn how to use MS Excel to organize and format data, including charts, formulas, and more complex tables. Next, you'll learn how to use MS PowerPoint to create and deliver slide shows. Finally, you'll complete a graded project, which will test the skills acquired in Word, Excel, and PowerPoint.

*Credit Hours: 3*

**K03 MS Office Applications II**

This course will teach you how to use Word, Excel, and PowerPoint, in conjunction. These three programs can be used together to create dynamic presentations, detailed spreadsheets, and informative documents. You'll complete a project combining all of the portions of the software suite, which will test the skills acquired in these three applications.

Microsoft Access is a relational database management system. Access is used to manage and analyze data. You'll learn about the features of Access and how they're used to produce databases that can be sorted, filtered, queried, and analyzed. You'll also learn about database design and how to organize data for the most effective analysis. Learning how to use Access will give you a greater range of professional skills and help you have a better understanding of databases in general.

In this course, you'll learn various features of programs and applications that help you collaborate with others. For Microsoft Outlook, you'll learn different settings that can be used for email, your

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calendar, contacts, tasks, notes, and folders. You'll learn the basics of using OneNote to take and organize Notes. You'll explore the details of storing information and collaborating on documents with OneDrive, SharePoint, and Microsoft 365.

*Credit Hours: 3*

#### **K04 Computer Hardware Management**

In this course, you'll become familiar with computer hardware basics. You'll learn about the internal workings of a computer system and be able to identify and explain the function of motherboards, memory, hard drives and other components and connectors. At the completion of this course, you'll be able to select and configure an appropriate system for yourself or a computer.

*Credit Hours: 3*

**K05 Computer Software Management**

This course will give you an in-depth instruction on the Windows (OS) operating system. You will learn about important networking software tools and Windows administrative utilities. The popular MAC and Linus operating systems are introduced as well as common commands used with the CLI (Command Line Interface) and scripting. Important network security concepts are covered.

*Credit Hours: 3*

**K06 Local Area Networks**

This course presents the basic concepts of networking, options for cabling and wireless networking, communications and protocols, architectures, and operations. It also provides instruction for designing a network, offering administration and support, and solving network problems.

*Credit Hours: 3*

**K07 Computer Programming I**

Computer Programming I is the first of two courses designed to familiarize students with computer programming and Visual C#. In this initial course, students are exposed to fundamental programming concepts and are introduced to object-oriented programming by way of the C# development language. Computer Programming I is an ideal choice for business and systems analysts, as well as those simply wishing to learn a programming language.

*Credit Hours: 3*

**K08 Computer Programming II**

Computer Programming II is the second of two courses designed to familiarize students with computer programming and Visual C#. In this course, students are exposed to the foundations of the Internet and Web development. The lessons focus on a variety of critical elements, including arrays and structures; styles and validator controls; ASP.NET; the Visual Studio Environment; reading from and writing to data files; the concepts behind object-oriented programming and more.

*Credit Hours: 3*

**K09 Web Site Design**

This course provides an introduction to the effective use of Web page design principles, the basics of HTML coding, Web site strategies, how to maintain Web pages.

*Credit Hours: 3*

**K10 Programming in JavaScript**

This course is an introduction to the process of adding interactivity to Web pages using JavaScript. Projects give students hands-on opportunities to practice what they are learning.

*Credit Hours: 3*

**K11 Database Processing**

This is an introduction to the design and development of databases, using data modeling tools, normalization, structured query language (SQL), database application design, and Internet technology.

*Credit Hours: 3*

**K12 Systems Analysis and Design**

Systems Analysis and Design offers students a thorough examination of the design and development of information systems following the four phases of the systems development life cycle (SDLC) model. In this course, students learn how to gather information, structure data, and build and implement information systems of all sizes. They learn the ins and outs of project management, and they'll understand the risks project managers take when they skip steps in the interest of saving time or resources. Additionally, students learn how to communicate strategically, collaborate effectively, and solve problems collectively while working as an active part of a project team.

*Credit Hours: 3*

**M01 Human Resource Management**

This course is designed to familiarize students with the basic principles of human resources management. The course begins with an overview and legal aspects. Work analysis and workforce planning, recruiting, staffing, training, and performance management are also examined. This foundation is used to examine how the human resources professional manages careers, compensation, labor relations, safety and health of employees, and discipline and procedural justice. The course concludes by analyzing related concepts in a global context.

*Credit Hours: 3*

**M02 Total Quality Management**

A study of quality management processes from teams to organization-wide systems and the behavioral and analytical tools that support fully integrated quality management. Emphasis is given to the commitment of management and the organization as a whole to the cultural changes necessary to implement quality improvements throughout the organization to ensure long-term competitiveness.

*Credit Hours: 3*

**M03 Organizational Behavior**

This course is designed to provide students with an opportunity to explore the behavior of individuals, groups, and organizations within today's dynamic work environment. Specific topics include communications, motivations, leadership, power structure, and organizational culture.

*Credit Hours: 3*

**MA140 Business Analysis**

In Business Analysis, students use mathematics to analyze, problem solve, and make business decisions. Electronic banking, simple and compound interest, credit, loans, taxes, insurance, depreciation schedules, statistics, and present and future value of money are covered providing the basis for solving future business problems. Quantitative analysis using models help students critically analyze business data and determine acceptable outcomes.

*Credit Hours: 3*

**MA240 College Algebra**

This course is a graphical and numerical approach to algebra that incorporates the use of technology. Emphasis is on solving algebraic application problems, and results are solutions-oriented. The concept of a function as a tool to model real-world data plays a central role. Emphasis is placed on the study of equations and inequalities, graphs, matrices and determinants, conic sections and sequences, induction, and probability.

*Credit Hours: 3*

**MA260 Statistical Analysis I**

Statistics surround us: in the newspaper, on the Internet, and on television. They provide people with information that allows them to make educated and pivotal decisions. Whether consumers are purchasing cars, searching for a new health care provider, or looking for financial investments, the science of statistics remains a valuable tool providing support to make the best decision based on information presented to them. This science is not absolute but provides insights and research relevant to whatever decision students are attempting to make. Statistics fascinate us because they support decisions in finding a good car value, a qualified and respected health care provider, and even as a guide in choosing mutual funds with a desired rate of return. In this course, students can expect to acquire a basic understanding of statistics to critically analyze data to determine how to make sound decisions in all aspects of their lives. Statistical terminology is introduced in a way that supports success in this course and in all future applications of statistics.

*Credit Hours: 3*

**MA270 Statistical Analysis II**

This course prepares the student for making sound business decisions based on the science of statistics with associated confidence levels. Statistics are everywhere and understanding and projecting the meaning of data gathered is a critical first step in developing an appreciation of this topic. In today's business climate, young professionals are required to understand and communicate statistics easily to remain competitive in any market.

*Credit Hours: 3*

**OR090 College Prep**

The course provides a framework for students to become oriented with higher education, while also polishing academic and life skills to support and foster future collegiate success. This is a foundational course to develop cognitive and behavioral strategies. Topics in this course include financial planning, learning styles, goal setting, Math and English fundamentals, critical thinking, problem solving, and more.

*Credit Hours: 3*

**OR110 Achieving Academic Excellence**

This course helps students sharpen skills that help in achieving maximum learning as they complete their degree programs. Taking this course unlocks students' undiscovered potential and helps them discover their multiple intelligences and best ways to learn. This course also helps students uncover strengths and build from them, as well as explore the areas where they might change behaviors to ensure college success.

*Credit Hours: 3*

**P01 Introduction to Paralegalism I**

This survey course provides an introduction to the paralegal profession. Career opportunities are examined, as well as the training and educational requirements demanded of the paralegal. Civil litigation and criminal law are explored. The entire trial process – from filing a complaint to the appeals process are studied in depth. The history of American laws and the structure of the U.S. court system are also highlights of this course.

*Credit Hours: 3*

**P02 Introduction to Paralegalism II**

The paralegal's role in investigation and interviews highlights the beginning of the course. Legal research and writing are examined throughout. Then this survey course moves into specific legal subjects. Torts, property law, including intellectual property (IP), contracts and e-commerce, family law, and labor law are explored in depth.

*Credit Hours: 3*

**P03 Torts**

This course introduces basic areas of law dealing with civil wrongs, with coverage of intentional torts, negligence, malpractice, defamation, joint and vicarious liability, auto insurance, and workers' compensation.

*Credit Hours: 3*

**P04 Civil Litigation**

This course teaches assisting the law office with matters concerning jurisdiction, venue, preparing basic pleadings, discovery documents, pre-trial and post-judgment motions, managing the case file, attending to service of process, and assisting in the courtroom.

*Credit Hours: 3*

**P05 Criminal Law and Procedures**

This course examines the fundamentals of substantive criminal law and procedure unique to criminal cases, including an examination of the practical aspects of prosecution and defense, the constitutional rights of the accused, plea bargaining, and the unique aspects of a criminal trial.

*Credit Hours: 3*

**P06 Real Estate Law**

This course covers real property and common types of real estate transactions and conveyances. Preparation of legal instruments including deeds, contracts, leases, deeds of trust, and mortgages are also discussed.

*Credit Hours: 3*

**P07 Law Office Management**

This is an introduction to legal forms of business ownership, expenses, timekeeping, fee structures, billing, administrative reports, and miscellaneous administrative procedures. *Credit Hours: 3*

**P08 Family Law**

This course emphasizes substantive law and overview of common procedures related to domestic relations law, including the formation and dissolution of marriage, marital property, child custody and support, and related matters.

*Credit Hours: 3*

**P09 Legal Research and Writing**

This is an intensive introduction to legal research tools and techniques, including retrieval of case and statutory authority, use of encyclopedias, legal periodicals, treatises and other secondary authority, proper case citation form, and the drafting of internal and external documents, letters, memoranda, and other written materials.

*Credit Hours: 3*

**P10 Wills, Trusts, and Estates**

This is an examination of the jurisdiction of probate courts, probate administration, the forms of wills and trusts, applicable legal and equitable principles, intestacy, and tax returns related to the estate.

*Credit Hours: 3*

**PS302 History and Systems of Psychology**

This course provides a comparative overview of the major fields within psychology, the theories and approaches to understanding human behavior. It covers the historical roots of the discipline, as well as the major current perspectives and lead theorists in modern psychology, from Sigmund Freud to Abraham Maslow, from BF Skinner and Jung to Carl Rogers and Albert Ellis. Students explore career alternatives regarding positions psychology majors can aspire to as they look at their own careers as professionals on the human side of the workplace.

*Credit Hours: 3*

**PS350 Biological Psychology**

This course explores the ongoing interaction between behavior and biology in humans, beginning with an overview of the history of biological psychology and the function of the brain and neurons. The different types of body systems, including the sensory and motor systems are explored. The concepts of behavior, with a specific focus on human behavior are also covered. Finally, learning and the various aspects of psychological and biological disorders that can interfere with learning and communication are presented.

*Credit Hours: 3*

**PS370 Research Methods in Psychology**

This course explores research methods used in psychological research. The underlying concepts, as well as specific strategies, are presented to introduce students to the empirical processes of the scientific method that are utilized in psychological studies. Topics covered include measurement, statistical analysis, correlation, hypothesis testing, field research using APA style, and research design. Examples from a wide variety of psychology subdisciplines are provided to illustrate the concepts presented throughout the course.

*Credit Hours: 3*

**PS380 Multicultural Psychology**

Students examine academic viewpoints regarding cross-cultural psychology and review key theories, approaches, and research methods. Principles of critical thinking are introduced and applied to cross-cultural psychology by identifying common errors and providing useful antidotes. The course also focuses on the diagnosis, treatment, and explanation of psychological disorders from cross-cultural perspectives and address the advantages, challenges, and opportunities presented by a diverse workplace and society.

*Credit Hours: 3*

**PS390 Statistical Reasoning in Psychology**

This is an introductory course that covers the statistical methods commonly used in the study of psychology. Topics presented in this course include frequency tables and histograms, mean, standard deviation, Z scores, the normal curve, the t test, the basics of one-way analysis of variance, correlation, and chi-square. This course provides explanations regarding how to perform these basic statistical methods, when and why these statistical methods are performed in psychological studies, and how to interpret statistical results in one's own studies, as well as those encountered in scholarly journals.

*Credit Hours: 3*

**PS400 Cognitive Psychology**

Students learn the fundamentals of cognitive psychology, including its five core concepts. They also learn about the nature of perception and attention, the various models of memory systems, and the ways in which we perceive or misperceive remembered events. Students gain an understanding of the dynamics of memory distortions. Further along in the course, the course teaches about the mental processes as they relate to visual imagery and knowledge representation and explore the possible origins and the observable dynamics of language acquisition and development. This course also provides a guide to the processes of problem solving and focuses on reasoning and decision making.

*Credit Hours: 3*



**PS420 Learning Theories**

This course introduces students to the specific branch of psychology that deals with how people and animals learn, as well as how their behaviors are later changed as a result of learning. Throughout this course, students are exposed to some of the most important theories, controversies and experiments that have arisen from learning psychology. At the completion of this course, students should have an understanding of basic psychological learning concepts and demonstrate the ability to integrate concepts into the applied field of behavior modification.

*Credit Hours: 3*

**PS450 Industrial Organizational Psychology**

This course provides an introduction to industrial/organization psychology, or the study of human behavior in work settings. The theoretical underpinnings of the field are explored, while providing a clear link to how they are applied to real-world workplace situations. The topics covered in the course include job analysis, employee screening and selection, employee training, the performance appraisal process, worker motivation, job satisfaction, worker stress, communication in the workplace, group processes in the workplace, leadership and power, and organizational structure and development.

*Credit Hours: 3*

**PS460 Psychological Tests and Measurements**

Psychological Tests and Measurements provides an introduction to the nature and practical applications of psychological testing and measurement. The course presents topics such as measurement and assessment, the different types of tests used and interpretation procedures involved, and assessment strengths and limitations.

*Credit Hours: 3*

**PS490 Psychology: Research Study**

This course requires students to synthesize the knowledge gained throughout their program and demonstrate mastery of the concepts, theories, and practices through a comprehensive research paper. Students acquire research skills in design, methodology and writing. The research paper must not only describe current trends within the chosen topic area, but should demonstrate how the topic relates to the broad field of psychology. The student fulfills the requirement for the course through the submission of written assignments and submission of a scholarly research report.

*Credit Hours: 3*

**PY360 Ethics in Technology**

The purpose of this course is to help students better understand the nature of information technology controversies and ethical dilemmas and to provide practical guidelines for forming responses to moral problems related to technology. The course examines some of the reasons why computers and the Internet have given rise to special ethical problems that did not exist before the arrival of computer software and the Internet.

*Credit Hours: 3*

**R01 Employment Law**

This course surveys the key issues in employment law, describing the relationship between employers and employees, describing the scope of laws protecting employees from unlawful discrimination on the job, and introducing other employment matters such as workers' compensation and union agreements.

*Credit Hours: 3*

**R02 Training and Development**

Employee training takes place in every business. In some organizations, employee training is a formalized process that continues throughout an employee's entire career. In other organizations, employee training is an informal event used to introduce new employees to the basic skills they'll need to complete their tasks. Your current or future employer will approach training by some combination of the two methods. This course will help you make employee training a more efficient and effect process. After completing this course, you should be a valuable asset to any employer.

*Credit Hours: 3*

**R03 Compensation and Benefits**

This course examines how compensation practices may be an advantage or disadvantage for enterprises in competitive environments, the criteria used to evaluate employees' compensation and benefits, and the challenges faced by human resource management professionals in designing compensation and benefits practices in the future.

*Credit Hours: 3*

**R04 Human Relations**

In this course, you'll learn concepts and theories about communication. . You'll begin by studying intrapersonal communication, or how you view and talk to yourself. You'll learn how personality and self-concept influence how you work with others. You'll also look at interpersonal communication, including concepts such as conflict and criticism, and learn how these concepts influence not only relationships but also productivity at work. Finally, you'll study leadership: what makes a "good" leader; how leadership is "good" under differing circumstances; and how a leader can create trust in group members. You'll learn about the value of networking and how to network. In addition, you'll learn about cultural differences and diversity in the workplace.

*Credit Hours: 3*

**R05 Labor Relations**

This course examines labor relations between management and workers. The course explores wages and other job concerns, union formation, collective bargaining, unfair labor practices, and the use of arbitration to resolve labor disputes. The course concludes with a look at the ways in which globalization has impacted labor relations in the United States.

*Credit Hours: 3*

**S01 Introduction to Psychology I**

This course explores introductory concepts in psychology. This course helps students to think like psychologists and understand why scientific and critical thinking is so important to the decisions they make in their own lives. This course provides an overview of psychology that emphasizes critical thinking, gender, and culture.

*Credit Hours: 3*

**S02 Introduction to Psychology II**

This course builds on Introduction to Psychology I. That foundation included topics such as defining psychology, exploring the brain and nervous system, becoming familiar with sensation and perception, learning and conditioning, and the ways by which behavior is shaped by social and cultural influences. Students gain insights into an array of topics that include the basics of psychological research, genetics and evolution, sensation and perception, different types of consciousness, learning theories, thinking and intelligence, memory, motivation, theories of personality, emotions and stress management, development over the lifespan, an overview of psychological disorders and, finally, an exploration of treatments and therapies for addressing the various kinds of psychological disorders.

*Credit Hours: 3*

**S03 Human Growth and Development I**

This course is designed to provide knowledge and insight into the development across the life span. From DNA to prenatal development and associated heredity and environmental factors, the changes in life are determined by a multitude of factors. Progressing through the infant, child, and adolescent stages provides the student with a comprehensive knowledge base to understand physical, cognitive, and social changes during these periods of growth and development.

*Credit Hours: 3*

**S04 Human Growth and Development II**

This course explores the exciting physical, cognitive, intellectual, personality, and social developments focusing on middle childhood, adolescents, and adults. This course also describes the process of death, dying, and grief across the life span.

*Credit Hours: 3*

**S05 Social Problems**

This course presents an overview of social problems with emphasis on sexual variance, alcohol and drugs, crime and delinquency, violence, poverty, family problems, physical and mental illness, war, population, aging, urban problems, and environmental destruction.

*Credit Hours: 3*

**S06 Social Psychology**

In this course, students are introduced to concepts related to the behavior of individuals as members of the larger society as expressed in varying beliefs, norms, attitudes, and attitude changes, along with basic ideas and concepts related to group influence and persuasion.

Proceeding from this foundation, students explore the nature of group dynamics, cultural influences, conformity, attraction and intimacy, aggression and its sources, prejudice and its effects and sources, as well as the opposition of altruism and conflict in social life.

*Credit Hours: 3*

**S07 Abnormal Psychology**

In this course, students become familiar with the distinctions between normal and abnormal behavior. Students gain an understanding of the role of clinicians as they assess, diagnose, and attempt to treat a wide variety of psychological disorders. Students will learn about various disorders, including obsessive-compulsive disorders, somatic dissociative disorders, bipolar and depressive disorders, substance-related and addictive disorders, feeding and eating disorders, and gender dysphoria, sexual dysfunctions, and paraphilic disorders.

*Credit Hours: 3*

**S08 Psychology of Personality**

This course enables students to understand the basics of personality psychology. Students differentiate among the primary concepts of personality psychology such as personality traits, psychoanalysis, cognitive-behavioral, and motivation theories. Emphasis is placed on the importance of learners recognizing principal systems and underlying beliefs innate in various personality paradigms that accurately reflect their own personal perspectives. Additionally, students learn to recognize strategies and approaches in psychology that reflect identified personality theories as a foundation and how to apply concepts to events in day-to-day life.

*Credit Hours: 3*

**SC140 Elements of Chemistry**

This course is designed for non-chemistry majors who have little or no chemistry background. The first half of the course presents the origins and basic tenets of chemistry as they relate to the environment. Atomic elements, the periodic table, bonding, and acids and bases are examples of such chemistry principles. Issues such as global warming, energy conservation, and acid rain are also discussed. The second half of the course explores energy sources, organic chemicals, drug designing, composition of foods, and provides an explanation of genetic engineering.

*Credit Hours: 3*

**SC160 Basic Biology**

Basic Biology introduces the student to a world of exciting biological discoveries. Included in these discoveries are: biological organization, prokaryotic and eukaryotic cells and ecosystems, chemistry, Darwin's theory of natural selection, and fungi, plant, and animal phyla and kingdoms. In addition, students discover how biology impacts their lives and its relationship with technology and how it is differentiated from other disciplines. The evolution of animals, vertebrates, and invertebrates is described in rich detail.

*Credit Hours: 3*

**SC260 Introduction to Ecology**

Introduction to Ecology exposes students to the many interdependencies that exist within and among various ecosystems. Students begin to understand how the climate, species, ecosystems, landscape, and sustainability factors all participate in diversity of plant and animal life. The goal of this course is to take the fundamental principles and biological concepts of the science of ecology and provide clear evidence of research approaches used in various areas of ecology.

*Credit Hours: 3*

**SO115 Essentials of Sociology**

This course is an introduction to the essentials of sociology, primarily on American society; however, much attention is also given to global issues. Students learn about social groups, formal organizations, social stratification, deviance, racial prejudice and discrimination, and social inequalities related to gender issues. Insight is provided into economic and social disparities between Western nations and developing or undeveloped states like those found in Southeast Asia and Africa.

*Credit Hours: 3*

**SO245 Social Impact of Technology**

This course provides an overview of technological advances over the span of human history. Topics include the interrelationship of technology and culture; ethics and morals as they relate to technological progress; energy; ecology; demography; war and politics; the unintended consequences of globalization, including social inequality, climate change, and global warming.

*Credit Hours: 3*

**SP180 Principles of Public Speaking**

This course teaches students fundamental principles while emphasizing skills development in the practice of public speaking. It covers purposes, methods, and steps in preparing speeches, develops communication skills in listening, speech criticism, audience analysis and writing, and provides effective delivery techniques to present a variety of speeches.

*Credit Hours: 3*

**T01 Introduction to Security Management**

This course is an introduction to security operations and management. Students take a close look at various types of security and the various types of security firms that provide such security. Students also examine how individuals, organizations, and nations can minimize loss of life and property. Throughout the course, students discuss the ways in which security needs have changed since 9/11.

*Credit Hours: 3*

**T02 Introduction to Terrorism**

This course discusses weapons of mass destruction, emergency management, incident response procedures, chemical, biological, and nuclear incidents, mass casualty decontamination, and crime scene operations.

*Credit Hours: 3*

**T03 Incident Command Systems**

This course examines management of response operations for mass casualty and high impact incidents, including EMS (Emergency Medical Services) operations, functions, and logistics; communications management; community threat assessment; and significant coverage of EMS response in the real world.

*Credit Hours: 3*

**T04 Aviation Security**

This course provides students with an overview of how airports and airlines operate and generate revenue to make a profit, but its primary focus is aviation security. The course explores the history of aviation security, including events that have brought about changes in policies and regulations. In particular, the course examines how the tragic events of September 11, 2001 radically changed national and global aviation security procedures. The course concludes with a look at the ways in which terrorists are adapting to heightened security measures.

*Credit Hours: 3*

**T05 Criminal Behavior**

This is an introduction to criminal behavior. The course includes coverage of theories that help explain criminal behavior and delinquency. It also discusses the victims of crimes and how crimes impact their lives.

*Credit Hours: 3*

**T06 Cyber Security**

This course presents the procedures used in criminal cases that involve the use of computers and cyberspace. It also examines the history of computer-based crime and how technology has created new avenues to commit traditional crime as well as all-new opportunities for criminal behavior. This course discusses a wide range of modern-day cybercrime, including hacking, malicious software, digital piracy, online fraud, sex crimes, cyberbullying, and cyberterrorism. It looks at key theoretical perspectives, legal challenges, and perspectives on

the future.

*Credit Hours: 3*

**VT101: Introduction to Veterinary Technology**

This course provides an overview of the veterinary industry and the roles and responsibilities of the veterinary healthcare team members. Legal and ethical issues related to the veterinary industry are discussed. An introduction to medical terminology, communications, and professionalism in the workplace is also included.

*Credit Hours: 3*

**VT103: Small-Animal Husbandry and Restraint**

This course provides an overview of animal husbandry, including housing and basic animal care of companion animal species. An overview of animal behavior, methods to safely handle and restrain dogs and cats, and procedures for obtaining and recording patient vital signs are presented. Students begin documentation of competence in animal handling in the veterinary practice setting.

*Credit Hours: 3*

**VT110: Veterinary Anatomy and Physiology**

This course focuses on in-depth discussions of anatomy and physiology of domestic animal species and the clinical, pathological, and surgical applications of the unique aspects of anatomy and physiology of these species. Aspects of comparative anatomy of all common domestic and companion animal species are presented.

*Credit Hours: 3*

**VT112: Veterinary Pharmacy and Pharmacology**

The course provides detailed information regarding the storage, handling, dispensing, and disposal of medications, as well as legal requirements related to use of medications. Specific information on the classes of medications used on animal species and their indications, contraindications, and side effects is included.

*Credit Hours: 3*

**VT114: Veterinary Practice Management**

This course provides an in-depth discussion regarding routine office procedures in the veterinary practice, including scheduling of appointments, financial transactions, and maintenance of client and patient records. Aspects of facility management, inventory control, and client communications are presented.

*Credit Hours: 3*

**VT116: Diagnostic and Therapeutic Techniques**

This course provides detailed information to allow students to develop competence in collection of diagnostic samples for analysis, including blood, urine, and fecal specimens. Procedures for administration of enteral, parenteral, and topical medications are also presented. Routine diagnostic procedures in ophthalmology are also included. Students document competency in performing diagnostic and therapeutic techniques as well as routine office procedures in the veterinary practice setting.

*Credit Hours: 3*

**VT201: Veterinary Laboratory Procedures 1**

This course provides detailed information on principles and procedures in veterinary parasitology, microbiology, cytology, and immunology. Emphasis is on performance of common procedures in the veterinary practice laboratory.

*Credit Hours: 3*

**VT204: Small-Animal Nursing**

This course focuses on nursing care of dogs and cats to include fluid therapy principles and procedures, physical therapy, bandaging and wound management, and topics in veterinary dentistry. Selected topics related to emergency and critical care are also discussed.

*Credit Hours: 3*

**VT206: Veterinary Diagnostic Imaging**

This course focuses on principles and procedures in veterinary radiology and radiation safety. Detailed information on patient positioning for common radiographic views is emphasized. Additional information related to ultrasound, endoscopy, and alternate imaging modalities are discussed.

*Credit Hours: 3*

**VT208: Veterinary Anesthesia and Surgical Nursing**

This course provides detailed information regarding principles and procedures related to veterinary anesthesia and surgical nursing. Pharmacology of commonly used anesthetic agents, procedures for administration and monitoring of anesthesia, methods of sterilization of equipment, and identification of surgical equipment is emphasized. Additional information related to techniques for preparing patients and personnel for common surgical procedures and assisting in common surgical procedures is covered.

*Credit Hours: 3*

**VT210: Animal Diseases**

This course focuses on disease processes, including diagnosis, treatment, and control of common diseases in veterinary species. Students document competency in performing anesthetic procedures, surgical and medical nursing, and diagnostic imaging techniques in the veterinary practice setting.

*Credit Hours: 3*

**VT220: Veterinary Laboratory Procedures 2**

This course provides detailed information on principles and procedures in veterinary hematology, hemostasis, clinical chemistry, and urinalysis. Emphasis is on performance of common procedures in the veterinary practice laboratory.

*Credit Hours: 3*

**VT224: Laboratory and Exotic Animal Care and Nursing**

This course focuses on methods for performing husbandry, nursing, diagnostic, and therapeutic procedures in laboratory and exotic animal medicine.

*Credit Hours: 3*

**VT226: Large-Animal Nursing and Medicine**

This course provides information on principles and procedures related to common diagnostic and therapeutic techniques used with equine, bovine, and other farm animal species. Collection of diagnostic specimens, nursing care of farm animals, administration of medications, and performance of diagnostic and therapeutic procedures are discussed.

*Credit Hours: 3*

**VT228: VTNE Review**

This course provides a comprehensive review of materials to assist the veterinary technology student in preparing for the national credentialing examination. Test-taking strategies is also discussed. Students document competency in performing laboratory techniques in the veterinary

practice setting as well as husbandry, handling, and common nursing procedures in laboratory and large-animal species.

*Credit Hours: 3*

**VT301 Introduction to Veterinary Business Practices**

This course identifies concepts, principles, and operations of the private enterprise system. Students compare and contrast sole proprietorships, partnerships, and corporations, and they learn the advantages and disadvantages of each. This course also discusses the functions of modern business management, marketing, and ethics, and social responsibility. Human resource management and how employers can motivate their employees are described. Bookkeeping, accounting, financial management, and financial statements are also examined. As veterinary professionals are employed in sole proprietorships, partnerships, and corporations, this information is directly applicable to us. As well as providing valuable information for human resource managers. Many of these accounting principles can be extended to personal finance, helping the veterinary professional leverage the money they are making.

*Credit Hours: 3*

**VT305 Veterinary Practice Organization**

Do you love animals? Do you have the passion and financial know-how to embark on your veterinary journey? If you answered "yes" to the first question and "no" to the second, then you are in the right place! In this course, you, as the veterinary practice manager/ veterinary technician, will learn about management skills needed in a veterinary practice. You will learn about the care and maintenance of the veterinary practice, administrative duties, computer software, interpersonal communication, customer service, and financial matters of a veterinary practice.

*Credit Hours: 3*

**VT311 Employment Law**

This course examines laws that affect the workplace. The course explores in depth employer/employee relationships, permissible testing in the workplace, discrimination and Affirmative Action, Title VII, unions, and injuries that take place within the course and scope of employment.

*Credit Hours: 3*

**VT312 Business Law**

This course is designed to familiarize students with various kinds of laws, key elements of the American Constitution, and the concepts of the various schools of jurisprudence. Ethics, values, morality, law, and the various ethical theories are compared and contrasted, and the need for promoting corporate social responsibility is discussed. The elements of tort law, the basic elements of a contract, the sources of laws governing contracts, and the conditions for an offer to be valid are examined. Topics include reality of consent, capacity of minors, consequences of illegal agreements, assignment of rights, transfer of title, and the rights of third parties. Delivery of goods, right to inspection, acceptance and revocation of contract, the remedies available to buyers and sellers, and the nature of property are also discussed.

*Credit Hours: 3*

**VT320 Marketing Principles**

In this course you will examine broad social, ethical, and technological themes and trends that affect business operations. You will explore some of the broad effects and implications of business-society interactions relating to public issues, ethics and social responsibility, and the process of globalization. You will also examine in detail issues of technology, development, the environment, culture, and diversity.

*Credit Hours: 3*



**VT330 Accounting for Managers**

The primary focus of this course is to show how successful managers use the tools and techniques of managerial accounting to make decisions about both day-to-day operations and long-term tactics and strategies. The course explores a range of innovative systems that managers in our value-centered economy use to investigate a variety of business issues related to product quality, customer service, and long-term relationships.

*Credit Hours: 3*

**VT350 Organizational Behavior**

This course is designed to provide students with an opportunity to explore the behavior of individuals, groups, and organizations within today's dynamic work environment. Specific topics include communication, motivation, leadership, power structure, diversity, and organizational culture.

*Credit Hours: 3*

**VT420 Human Resources Management**

This course is designed to familiarize students with the basic principles of human resources management. The course begins with an overview and legal aspects. Work analysis and workforce planning, recruiting, staffing, training, and performance management are also evaluated. This foundation is used to synthesize how the human resources professional manages careers, compensation, labor relations, safety and health of employees, and discipline and procedural justice. The course concludes by evaluating related concepts in a global context.

*Credit Hours: 3*

**VT450 Leadership Skills**

This course explores the fascinating role of leadership in business, government, and society. The need for strong leaders is critical during the constant change and escalating uncertainties that define our times. Leadership has little to do with title or position; it is a way of acting that involves the influence of people to inspire change toward a mutually desired outcome. This course explores how effective leaders embrace the inevitability of change and diversity and use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees.

*Credit Hours: 3*

**VT470 Strategic Management**

Strategic management may sound uninteresting on the surface, but as you'll see in this course, there are many interesting aspects to strategic management and knowing how a firm can have a competitive advantage in the marketplace! This course is designed to provide students with an understanding of the concepts, models, and theories of strategic management by looking at case analyses, analyzing external environments, evaluating internal capabilities, and exploring useful strategies. The emphasis of the course is on the successful implementation of strategies in different types of firms across industries to gain an advantage over all their competitors.

*Credit Hours: 3*

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**VT490 Business Ethics**

In this course the student will have the opportunity to examine Business Ethics from a stakeholder perspective, discussing the application of various ethical approaches to decision making. Among these perspectives will be the notion of justice and fairness; utilitarianism as a consequentialist approach; and the role of personal relationships in an "ethic of care." The course will examine internal ethical business practices, investigating the moral responsibilities of various functional areas within the organization. Through examining corporate responsibility, the course also will take a look at the topics of environmental responsibility, global ethics, advertising ethics, and the responsibility of business as it relates to the natural environment.

*Credit Hours: 3*

# Military Student Handbook

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In addition to the other policies and guidelines outlined in this Catalog, the following policies apply specifically to students enrolled in Ashworth's Term Enrollment Model (TEM). Only students who qualify for VA funding and were enrolled by October 31, 2022 are eligible to enroll in the Term Enrollment Model at this time. The TEM program is only available to undergraduate students.

*Effective October 31, 2022, Ashworth College stopped accepting new enrollments from veterans or their dependents who wish to use their GI Bill® or VR&E benefits as payment for their educational program(s). This change also impacts students who planned to re-enter after a withdrawal from school or those who are considering changing their program of study*

Revised 10/31/2022

## Military Discount

Ashworth recognizes those who serve in the military. We have special offers for active duty military, veterans, and their dependents for many Ashworth programs. Please call 1-800-957-5412 to speak with an Admissions Specialist for more details.

Eligibility Requirements:

- Discharge papers (DD214-Honorable Discharge)
- VA Certificate of eligibility
- VA Statement of Benefits
- Current military orders

Military Discount Terms and Eligibility

- All active-duty military members, veterans, and their dependents are eligible for a post-enrollment Institutional Discount of 30% of the total enrollment.
- The discount will be applied post-enrollment for students who are able to provide the above documentation at the time of enrollment and will be applied to the account balance.

Students who do not have the documentation at the time of enrollment or who enroll online will have 60 days to supply the eligibility documents for their discounts to be applied.

## Term Enrollment and Academic Calendar

Ashworth offers monthly course enrollments beginning the first Monday of each month for 12 course starts per year. Each term enrollment term has a fixed start and end date: The start date is the first Monday of each month, and the end date is at the completion of eight (8) weeks from the start date. Students may enroll in a maximum of two (2) courses per enrollment term.

## Course Registration

The registration period for a term or course beginning the first Monday of each month extends from the 1<sup>st</sup> to the 14<sup>th</sup> of each preceding month.

## Course Structure

Each course typically consists of eight (8) modules/lessons – the duration of each course is eight (8) weeks. Each lesson consists of lecture notes, review questions, one (1) multiple-choice exam or assignment, and one (1) threaded discussion. Students must complete all lesson tasks in which the lesson is assigned – the multiple-choice exam or assignment and threaded discussion posts should be completed no later than Sunday midnight (for a Monday-Sunday week). The final course grade will be submitted within 7-10 calendar days of course completion.

Each course requires students to participate in weekly threaded discussions initiated and led by the course faculty. Threaded discussions consist of a topic statement or question posted by the faculty that students should research and respond to – a typical response to a faculty statement/question should consist of 100-200 words in a single-spaced format. Responses should be well researched and appropriately worded and should reflect analytical and critical thinking skills. During the course of the lesson, students are required to post at least two (2) responses within the threaded discussion assigned for that lesson – the first response must be to the Faculty; the second response can be directed either to the Faculty or to other students in the class. Both responses must be posted by midnight on Sunday. Threaded discussions will be monitored by Faculty every two (2) days with feedback provided to students each week. At the end of each week, student participation in the threaded discussions will be graded and posted to individual student accounts. Participation in the threaded discussions is mandatory and the grades earned/posted will count towards the overall course grade.

## Attendance and Participation Policy – TEM Students

Student attendance and participation in a course is determined by timely completion of tasks within each lesson – these include completion of multiple-choice exams and assignments as well as participation in threaded discussions. When students fail to complete lesson tasks in a timely manner, they will be contacted by the course faculty to determine the cause for non-participation in the course. In extenuating circumstances, students will be given a grace period of three (3) days past the lesson due date to complete the tasks for that particular lesson. Failure to complete lesson tasks (multiple-choice exams, assignments, and threaded discussion posts) in a timely manner may affect the overall course grade, resulting in a lower or failing grade in the course.

Students are expected to complete all coursework within the eight (8) week timeframe specified for each course. In extenuating circumstances, students may submit a written course extension request to the office of the Registrar. Extension requests must be submitted after week 6 and before the end-date for a course. A 4-week course extension may be granted at the discretion of the Ashworth Registrar and students must complete all remaining coursework by the revised course end-date. Students who do not complete all course work by the course end-date (or the revised end-date in cases where an extension has been granted) will be given a course grade based on actual coursework submitted against the total course requirements.

## Exam/Assignment Retake Policy – TEM Students

Students are allowed two (2) attempts on each assessment and only one (1) attempt on a pre-test. Students are not required to resubmit an exam if they are satisfied with the score received on their first attempt. Student's highest grade will be recorded as the final grade for that assessment. Students must obtain a 60 percent to pass a course or lesson.

Term Enrollment Model (TEM) students who fail a course will receive a grade of "F" on their transcript. TEM students should re-register for a previously failed course as soon as possible. Students must pass all courses and maintain a GPA of 1.0 or higher to move to the next semester and/or graduate from their program.

Students will be responsible for paying the full price of the course.

## Course Add/Drop/Withdrawal Policy – TEM Students

TEM students can register for courses or drop their courses in the Student Portal up through the 14<sup>th</sup> day of the month preceding the new term. TEM students who need to add, drop, or withdraw from classes after the 14<sup>th</sup> day of the month preceding the new term should contact the Registrar Department. Students may contact the Registrar department via a Student Ticket .

Students may withdraw from a TEM course through week four of the course. To withdraw from a course, students must notify the Registrar Department. These steps must be completed no later than Sunday of Week 4 by 11:59 pm EST. The date and time stamp for a withdrawal will reflect to when a student submits the request.

After the 4<sup>th</sup> week, a student may not withdraw and, upon close of the course, will receive zeros for any unsubmitted assignments which will be included in the calculation for the final grade in the course.

After receiving approval for a TEM course, the student is responsible for the notification and initiation of any withdrawal procedures.

Students needing to withdraw for military orders will need to provide a copy of said orders to the Registrar via a student ticket prior to the end of the class term. When the student is ready to resume the program, they may need to contact the Registrar in order to reactive their account so they can retake the class.

## Grading – TEM Students

### Grading Policy

Each course is graded by taking the grade-weighted average of the grades received for the exams and/or assignments within the course. The following point totals correspond to the following grades:

### Undergraduate Programs

| PERCENTAGE | LETTER GRADE | GRADE POINTS | STANDARD     |
|------------|--------------|--------------|--------------|
| 90-100     | A            | 4.00         | Excellent    |
| 80-89      | B            | 3.00         | Good         |
| 70-79      | C            | 2.00         | Satisfactory |
| 60-69      | D            | 1.00         | Poor         |
| <60        | F            | 0.00         | Failing      |

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## Undergraduate Grading Criteria

### A = Excellent

The student has demonstrated a thorough understanding of the content and skills presented in the course, consistently initiates thoughtful questions, and can see many sides of an issue. The student writes logically and clearly. They also integrate ideas throughout the course and, as appropriate, from previously completed courses in a program.

### B = Good

The student is an excellent writer, maintains consistent performance, and demonstrates an understanding of course content that goes beyond the minimum requirements.

### C = Satisfactory

The student demonstrates a minimal comprehension of the skills and subject matter included in the course, and accomplishes only the minimum requirements, while displaying little or no initiative.

### D = Poor

The student's performance is barely acceptable. Assignments are late or missing and there is not even a minimal understanding or mastery of course content skills.

### F = Failing

Quality and quantity of work is unacceptable.

### I= Incomplete

This grade is only used during the progress of the course. At the completion of the course, I grades will either be replaced with the grade earned or become an F.

### W=Withdrawn

This grade is only used if a student withdraws during the drop/add period or if they have been called up to military service.

### Final Course Grades

Final course grades will be posted two weeks after the end of the term. At that time, any I grades will be replaced with the grade earned or an F (unless a student has applied for and received a course extension).

## Standards of Academic Progress (SAP)

*Effective October 31, 2022, Ashworth College stopped accepting new enrollments from veterans or their dependents who wish to use their GI Bill ® or VR&E benefits as payment for their educational program(s). This change also impacts students who planned to re-enter after a withdrawal from school or those who are considering changing their program of study.*

Ashworth College implements satisfactory academic progress (SAP) policies to ensure that students successfully matriculate through their program.

Ashworth College evaluates Standards of Academic Progress for TEM student after the completion of each term. The cumulative grade point average is used as a qualitative measure of Satisfactory Academic Progress (SAP). Ashworth provides written notification to a student who is failing to achieve Satisfactory Academic Progress standards.

Cumulative Grade Point Average (CGPA): CGPA is the qualitative measure of SAP, meaning that it measures the quality of the grades that a student earns in their courses. Only credits completed at Ashworth with a final grade of "A" through "F" are included in the CGPA calculation.

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To meet SAP requirements, students must maintain a CGPA that meets or exceeds the minimum requirement which is a 1.0 grade point average.

After the term grading period is closed (2 weeks after the term ends) the Registrar Department will review a GPA report for all TEM students. If a student's GPA falls below 1.0, they will be put on academic probation. Students placed on probation should contact their Academic Advisor to see if they can repeat a course(s) to improve their GPA. At the end of the subsequent term if a student remains on academic probation, they will be sent to the Academic Review Board for review and decision regarding continued enrollment.

*Effective October 31, 2022, Ashworth College stopped accepting new enrollments from veterans or their dependents who wish to use their GI Bill® or VR&E benefits as payment for their educational program(s). This change also impacts students who planned to re-enter after a withdrawal from school or those who are considering changing their program of study.*



## Refund Policy – TEM Students

Tuition refunds for dropped/withdrawn courses will be calculated as follows:

| <b>Upon Withdrawal</b>                | <b>Amount Refunded</b> |
|---------------------------------------|------------------------|
| Prior to the start date of the course | 100% Refund            |
| After the start date of the course:   |                        |
| During week 1                         | 80% of the tuition     |
| During week 2                         | 60% of the tuition     |
| During week 3                         | 40% of the tuition     |
| During week 4                         | 20% of the tuition     |
| After week 4                          | 0% of the tuition      |

## Course Extension Policy

Students are expected to finish all coursework within the eight (8) week session timeframe specified for each course. If extenuating circumstances prevent students from completing a course within the eight-week timeframe, an extension time period can be requested, and the course will remain in progress until the revised course end date. A written *Extension Request* must be submitted to Registrar after the sixth week and prior to the end of the session to be considered eligible for a course extension. The Registrar will review the request and responds by notifying the student of the request status. This request and related material are saved to the student's permanent record.

Students who are receiving VA benefits need to be aware that benefits may be impacted if students extend classes beyond the prescribed 8 weeks. For information pertaining to veteran benefits, please contact the VA directly at 1-888-442-4551.



## Veterans' Benefits – Chapter 31 and Chapter 33

Students enrolled by October 31, 2022, and electing to use chapter 31, Veteran Readiness and Employment, or chapter 33, Post 9/11 G.I. Bill® benefits must provide a Certificate of Eligibility, a Statement of Benefits, or VA Form 28-1905 before having their completed coursework certified for VA reimbursement. Students using chapter 31 or chapter 33 benefits who have not provided a Certificate of Eligibility, Statement of Benefits, or VA Form 28-1905 will be required to make an initial payment and regular monthly payments, or delay starting their program, until this documentation is received. Once the student's Certificate of Eligibility, Statement of Benefits, or VA Form 28-1905 has been received, and they have completed coursework that meets the criteria for VA certification and is subsequently certified for VA reimbursement, they will not be required to make payments and will incur no late fees; ending on the earlier of the two dates:

- 1) The date on which payment from VA is made to the institution, or
- 2) 90 days after the date the institution certified tuition and fees following the receipt of the certification of eligibility.

## VA Notification

For Veteran students, the VA Office will be notified under certain circumstances which include at least the following instances. Veteran students are advised to contact their VA Office to determine if any Veteran Benefits are affected.

- Initial enrollment
- Additional enrollment
- Dropped course
- Course or program withdrawal
- Leave of Absence
- Extensions
- Unsatisfactory academic progress

## Contact Information

Military Students can contact Student Services Advisors via the following:

Fax (770) 729-7290

Email [militaryadvisor@ashworthcollege.edu](mailto:militaryadvisor@ashworthcollege.edu)



# **Veterinary Technician Student Handbook**

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## **Veterinary Technician Program Student Handbook**

In addition to the other policies and guidelines outlined in this Catalog, the following policies and information apply specifically to students enrolled in Ashworth's Veterinary Technician Program. Students must review the content in the main catalog (from the beginning through the section on Ashworth Personalized Career Services) and then read the policies and information in this section carefully, since they are unique to the Veterinary Technician program and supersede the policies listed elsewhere in the catalog. Acknowledgement of this review and acceptance of all Ashworth policies will be required within the first course, OR111 Achieving Academic Excellence.



## Introduction

### Program Director's Message

Dear Students,

Greetings and welcome to the Veterinary Technician Program at Ashworth College.

This is an exciting time for you to begin your pursuit of a career as a Veterinary Technician and we are happy that you chose our program to help you pursue your dreams and achieve your goals.

Veterinary medicine takes a great deal of knowledge, courage, perseverance, patience and caring. That is why we accept committed students, like you, into our program. We will provide you with an education that helps make the most of your talents and skills. Our committed faculty and dedicated support staff are devoted to your success and will assist you every step of the way as you progress through your program.

We encourage you to study hard and enjoy your experiences as you progress toward graduation and beyond. We are committed to effectively guiding you to become a professional veterinary technician ready to meet the challenges of today and tomorrow.

Warm regards,

*Megan Chadwick*

Megan Chadwick, CVT, B.S.  
Director, Veterinary Technician Program

## Accreditation

The American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) accredits Veterinary Technology Programs. The AVMA recognizes veterinary technicians as an integral and valuable component of veterinary medicine in the United States. The AVMA supports and urges the full utilization of veterinary technicians whenever possible in veterinary research, regulatory, and animal health care activities. The practice of veterinary medicine is enhanced through efficient utilization of each member of the veterinary health care team by delegation of tasks and responsibilities to the appropriate level of support staff.

Ashworth College was granted initial accreditation from the AVMA CVTEA effective August 29, 2018.

*This program is in Voluntary Terminal Accreditation with AVMA-CVTEA and there is a moratorium on admissions effective May 1, 2024. Programs in Voluntary Terminal Accreditation are still accredited and graduates of a program at Voluntary Terminal Accreditation are considered graduates of an AVMA CVTEA-accredited program.*

### **American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) Education and Research Division**

1931 N. Meacham Rd.,  
Suite 100 Schaumburg, IL 60173-4630 800/248-  
2862, ext. 6624  
www.avma.org

## Veterinary Technician Advisory Board

The Veterinary Technician Advisory Board is comprised of the following members.

| <b>Veterinary Technician Advisory Board</b> |   |
|---|---|
| Megan Chadwick, CVT BS                      | Academic Director, Veterinary   |
| Jessica Sewell, BAS, RVT                    | Veterinary Technician Small Animal Practice and Hospital Manager            |
| Robbie Champion, RVT, RLATG                 | Veterinary Technician, Laboratory Animal Medicine                           |
| Enrique Marroquin                           | Public Member, Veterinary Industry  |
| Adrienne A. Kruzer, BS, RVT, LVT            | Veterinary Nursing Program Relations Manager at Veterinary Emergency Group  |
| Kyle Mathis, DVM                            | Veterinarian – Program Director, Yuba College                               |
| Sheri Wise                                  | Veterinary Technician Student   |
| Erin Butler, RVT, CVPM, BBA, FFCP           | Veterinary Technician Instructor, The Community College of Baltimore County |



## Veterinary Technician Program Mission Statement, Description and Student Learning Outcomes

### **Program Mission Statement**

The Ashworth College Veterinary Technician program strives to produce proactive, self-motivated individuals who are committed to a successful career in the veterinary technology profession. Students are provided the necessary educational foundation to develop the critical thinking, knowledge base and technical skills required to be a vital member of the veterinary health care team. Graduates of this program recognize the importance of professional credentialing and have a commitment to lifelong learning.

### **Program Description**

The Associate in Applied Science Veterinary Technician program is designed to provide students with the entry-level knowledge and abilities to obtain employment as a veterinary technician. The goal of the program is to produce graduates that function as exceptional members of the veterinary health care team. The program provides a strong foundation in basic sciences along with the detailed course material needed to develop the technical and critical thinking skills needed by entry-level veterinary technicians.

### **Student Learning Outcomes**

- Explain the legal and ethical issues that affect the veterinary industry.
- Demonstrate proficiency at basic animal care and handling on companion animals, exotic animals, and farm animals.
- Demonstrate understanding of basic principles of business management, client education, and communications.
- Explain requirements for storage, handling, dispensing, and disposal of medications as well as legal requirements related to use of medications.
- Demonstrate competence in performing procedures related to veterinary anesthesia, surgical and medical nursing, diagnostic imaging, and other diagnostic and therapeutic techniques.
- Demonstrate competence in performing laboratory procedures in veterinary parasitology, clinical chemistry, hematology, urinalysis, cytology, and immunology.
- Demonstrate competence in performing basic nursing procedures on companion animals, exotic animals, and farm animals.
- Achieve a passing score on the Veterinary Technician National Examination.



## Veterinary Technician Requirements

### **General Physical Requirements**

Students must:

Possess the physical ability to

- tolerate walking and standing for at least ten minutes at a time, multiple times per hour.
- lift and/or carry up to 50 pounds from floor to waist level or higher at least several times per day.
- lift objects weighing up to 50 pounds to a height of one meter or higher and carry the object or animal for a distance of two meters without assistance.
- Use hands and arms to handle, install, position, and move materials, equipment, and supplies without assistance.
- Handle, position, and restrain live animals of small and large animal species.
- Be able to have sustained contact with multiple species of animals and be amenable to learning the safe handling, restraining, and working with these animals.
- An individual should not be allergic to any species of animals to the extent that would prohibit working in a facility where animals are present.

### **Cognitive Ability**

Students must:

- Be able to function in a structured environment within significant time constraints and be capable of making rapid decisions in urgent situations and meeting deadlines.
- Possess a willingness to assist with and perform a wide variety of routine medical, surgical, and diagnostic procedures common to the veterinary setting; including humane euthanasia and handling of sick, injured, fractious, or aggressive animals without fear.
- Be able to complete required tasks/functions under stressful and/or unpredictable conditions, including emergency situations.
- Be able to access information from books, reference manuals, computers, and paper and electronic medical documents to perform duties and safely use equipment without assistance.
- Be able to prioritize, organize, and utilize time-management skills to perform tasks.
- Evaluate, synthesize, and communicate diagnostic information to the attending veterinarian and/or staff.
- Be able to progress toward minimal supervision as they advance through the program.

### **Communication Skills**

Students must:

- Read, write, speak, and report accurately and effectively in English.
- Comprehend and carry out complex written, and oral instructions given in English.
- Be able to make legible and coherent written notes in English within the margins and space provided on the appropriate forms when communicating with other individuals by speech, either in person or by telephone.

### **Professionalism and Interpersonal Skills**

Students must:

- Demonstrate professional and socially appropriate behavior and maintain cleanliness and personal grooming consistent with close human and animal contact.
  - Be able to interact appropriately with clients and all members of the veterinary healthcare team.
- Have the ability to exercise good judgment and make appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e., unstable patient condition), emergent demands (i.e., stat test orders), and a distracting environment (i.e., high noise levels, complex visual stimuli, aggressive animals).

### **Manual Dexterity and Mobility**

Students must:





- Be able to move his/her entire body a distance of no less than three meters within two seconds of a signal to do so, to move rapidly from danger while handling animals in confined spaces.
- Possess fine motor movements in order to perform the *essential functions* of the profession. This includes the dexterity to manipulate small equipment, adjust resistance on equipment, hold hooves while cleaning and evaluating, manage syringes, catheters, and common surgical instruments.
- Possess tactile ability necessary for physical assessment and to perform nursing duties in a timely manner. This includes performing palpation during physical exams, administering oral, intramuscular, subcutaneous, and intravenous medication, insert and remove tubes, collect organic samples from live animals and perform wound care.
- Possess the ability to palpate and interpret findings, i.e., palpation of pulses, lymph nodes or trachea to determine proper endotracheal tube size.
- Be able to hold surgical instruments in one hand and perform fine movements with such instruments. This includes ability to assist in holding of hemostats or other instruments while assisting in surgery; induce and monitor general anesthesia in an animal patient; place intravenous and urinary catheters without assistance.
- Be able to hold, manipulate, or tie materials ranging from a cloth patch to a very fine string. This includes the ability to hold and manipulate a surgical sponge; tie a 00-silk suture; endotracheal intubation; intravenous injection; catheterize animals to obtain sample of urine and/or other body fluids; apply bandages without assistance.

#### **Auditory, Olfactory, and Visual Skills**

Veterinary technicians must have functional use of senses to assess patients and interpret and record data safely and correctly.

Students must:

- Possess adequate visual ability, with or without correction, which allows the determination of minute areas of detail, very small variations in color and adequate depth perception (size, shape, and texture), including differentiation of details as viewed through a microscope. This includes the ability to characterize and interpret the color, odor, clarity, and viscosity of body structures and fluids, observe variations in skin and mucus membrane color, integrity, pulsations, tissue swelling, etc.
- Possess visual ability to allow for observation and assessment as necessary in nursing care both from a distance and close by in order to recognize physical status and non-verbal responses including behaviors.
- Possess auditory ability necessary to monitor and assess health status, including auscultation of heart and lungs, and hear equipment alarms and warning sounds from animals, humans, and/or equipment of impending danger or injury.

- Recognize and respond appropriately to distress sounds from animal and alarms/warning signals on animal-monitoring equipment directly and through intercommunication systems to ensure patient safety.
- Detect and respond appropriately to odors in order to maintain environmental safety and patient needs.
- Be able to use a compound microscope to identify cells and organisms and be able to differentiate colors of stained objects.
- Be able to observe movement at a distance ranging from 30-45 centimeters to 15-20 meters at a discrimination level that permits detection of subtle differences in movement of the limbs in animals. This includes ability to detect and describe a change in color of hair coat caused by licking or trauma; detect abnormal head posture in a parakeet; monitoring respiratory rate during anesthesia; ability to read anesthesia monitoring equipment.
- Be able to discriminate shades of black and white patterns in which the band is not more than 0.5 mm in width. This includes ability to characterize bacterial hemolysis on a blood agar plate; density patterns on a radiograph; and ability to see ECG tracing.
- Possess adequate depth perception to allow detection of a 0.5 cm elevation which is no more than 1cm in diameter on a slightly curved surface having a slightly irregular surface. This includes detection of tissue swelling on the hip on a smooth-haired dog, determining presence of reaction to skin testing for allergies.
- Be able to perceive the natural or amplified human voice without lip reading to permit oral communication in a surgery room with all occupants wearing surgical masks.
- Be able to perceive the origin of sound as needed to detect movement of large animals in a pen or corral, monitoring multiple patients in an ICU.

**Accommodations for Disabilities**

The field of veterinary technology is both intellectually and physically challenging.

The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 ensures that qualified applicants have the ability to pursue program admission. However, all students must meet the essential skills and technical standards to perform functions required of the Veterinary Technician program and profession. All students will be held to the same standards with or without reasonable accommodations.

*Reasonable Disability Accommodations*

Request for reasonable accommodations must be initiated by the student. Reasonable accommodations may be provided for students with documented disabilities upon submission of appropriate documentation. Documentation must include the names, titles, professional credentials, license number, addresses, and phone numbers of the medical professionals that evaluated the student as well as the date of the evaluation. The evaluation report must include a summary of the assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results. The evaluation must list specific accommodations requested and the rationale for those accommodations. Documentation for eligibility must be current, preferably within the last three years. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations. Students may be required to re-submit this documentation each semester to allow for review of continuing eligibility for accommodations.

The Americans with Disabilities Act (ADA) defines a disability as a substantial limitation of a major life function. A temporary medical condition does not qualify as a disability and is not covered under the ADA of 1990 or under Section 504 of the Rehabilitation Act because the extent, duration, and impact of the condition is not permanent. Accommodations may not provide an unfair advantage to the student, fundamentally alter the nature and substance of the curriculum, present an undue hardship for the institution, pose a direct threat to the safety of patients, or compromise the academic integrity of the program. Students may be required to cover the cost of such accommodations and should be aware that a potential employer may not be amenable to use of accommodations that result in undue hardship to the employer. Students receiving accommodations must be aware that these may not be available from a prospective employer. Veterinary practices with small numbers of employees may be exempt from the requirements of the ADA.

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## Contact Information

### **Course Support – Veterinary Technician Courses**

|                      |  |
|----------------------|--|
| Advisor Faculty      | Each veterinary technician student has his/her own Academic Advisor. The Academic Advisor will contact each student when they reach their first Veterinary Technician course and provide contact information to use for specific needs related to the veterinary technician program. |
| Course Faculty       | The contact information for the Course Faculty(CF) for the veterinary technician courses can be found within the course's Learning Management System (LMS).  |
| Clinical Coordinator | Veterinary technician students are provided assistance with locating suitable locations for completion of required clinical skills   |
| Classmates           | Visit the Student Community to find an entire section related to veterinary technician students.   |

### **Course Support – Non- Veterinary Technician Courses**

|                    |   |
|--------------------|---|
| Student Services   | Available through live chat or enter a ticket via the Support tab in your Student Portal<br>9:00 a.m. – 6:00 p.m. (Monday – Friday) EST   |
| Academic Advisors: | Enter a ticket via Support tab in Student Portal.<br>9:00 a.m. – 6:00 p.m. (Monday – Friday) EST  |
| Course Faculty:    | Each course syllabus provides information on contacting the faculty. When students have program or course-specific questions, they should first review their program or course syllabus to identify their team and contact information. |

### **All Other Support**

|                  |   |
|------------------|---|
| Student Services | Available through live chat or enter a ticket via the Support tab in your Student Portal<br>9:00 a.m. – 6:00 p.m. (Monday – Friday) EST |
|------------------|---|

### **Ashworth School of Healthcare**

|   |   |
|---|---|
| Director, Veterinary Technician Program | Megan Chadwick, CVTBS<br><a href="mailto:mandrews@ahsworthcollege.edu">mandrews@ahsworthcollege.edu</a> |
|---|---|

## Student Status

There are three status states for students depending on their progression through the enrollment and graduation processes. "Applicant" status applies to someone who has submitted an enrollment agreement and is financially current with Ashworth College; applicants may be denied admission after review of their official transcripts and first course progress/completion\*. "Enrolled but not Active" status applies to someone who, in addition to being admitted to a program, has completed the transcript evaluation process and the first mandatory course OR110 with a grade of 'C' or higher. "Active Student" status is someone who, in addition to being enrolled, is regularly submitting assessments in academic courses.

***Students who enroll in the veterinary technician program are considered to be in "applicant" status until all official transcripts are received/approved and they have completed the first mandatory course OR110 Achieving Academic Excellence. Students must submit their official high school or GED Exam (or equivalent) transcripts to Ashworth College before completing 9 credit hours. Student's account will be placed on a HOLD status if transcripts are not received by the time of completion of 9 credit hours or 3 courses. Students who do not complete OR110 Achieving Academic Excellence will be dismissed from the program. Students who provide the high school graduation documentation and complete OR110 Achieving Academic Excellence are considered to be officially "enrolled" in the veterinary technician degree program once their first VT course is shipped.***

The American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) has determined that students in the Veterinary Technician AAS degree program must submit official high school transcripts, or an official transcript of their GED, HiSET, or TASC exam results, in order to verify proof of graduation. Other forms of documentation will not be accepted for this program.

Ashworth students work at their own pace. The school provides students with many mechanisms to help students stay on track for timely completion of program and graduation requirements. A Progress Tracker resides in the Student Portal that displays students' percent progression through their program. Each course has Curriculum Maps and Pacing Guides to help students manage their expectations on course workload and time to complete a lesson and course. In addition, the instructional team of faculty and academic advisors are on hand to provide one-on-one academic support to help students master the learning objectives and complete courses and their program of study.

If students need an official status letter, Ashworth College is able to issue a Status Letter and Transcript upon request. In order for Ashworth to issue these documents, students must have completed a transcript evaluation, and completed one course.

## Transfer Credits

### **Maximum Allowable Transfer Credits**

Transfer credit is not awarded for veterinary or veterinary technology courses taken at other colleges. General education courses may be considered for transfer credit.

### **Applying for Transfer Credits**

Please refer to the *Applying for Transfer Credits* section in the main catalog.

## Instructional Model

The veterinary technician program uses an instructional team approach. The instructional team includes highly qualified faculty, academic advisors, subject matter experts, course authors, and support staff. The team approach allows Ashworth to customize support to individual student needs.

### **Program Structure**

Learners are admitted to the complete program upon enrollment. The learner progresses through the program in a linear path, starting with the first course. As lessons are completed, the next course will be available to the learner.

### **Course Faculty**

Course Faculty are responsible for the delivery of specified course content and ensuring students master the program and course learning objectives. This position supports the continued development of course materials and enhancements and provides input to the curriculum development staff. The Course Faculty in each specific course evaluate all writing assignments, provide substantive feedback, monitor teaching/learning trends and support student integrity.

### **Academic Advisor**

The Academic Advisors act as students' connection to Ashworth and as the students' critical source of support and information about their program. They are a trusted advisor to the student regarding program details and provide encouragement to students with their performance and progression from enrollment through completion. Academic Advisors coach students on time management and establish benchmarks for the student to successfully progress through the program. They help students identify their learning strengths and weaknesses and connect them with the appropriate resources and student services to master program content.

## Academic Status

There are four categories of academic standing: *academic good standing*, *academic review*, *academic probation*, and *academic dismissal*.

To remain in *academic good standing* in the veterinary technician program, a student must:

- ☐ Complete the first mandatory course in the program (Achieving Academic Excellence)
- ☐ Maintain a minimum grade point average (GPA) of 1.00
- ☐ Earn a grade of at least 70 percent in each core veterinary technician course
- Earn a grade of at least 60 percent in each non-veterinary technician course – general education courses

A student will be placed under *academic review* when it is questionable whether the student will be successful in the program. Being placed under *academic review* can delay academic progress.

Students will be placed under *academic review* if they:

- ☐ Fail the second attempt of any section(s) of a lesson exam
- Violate Ashworth's academic honesty and/or student conduct policy

Students will be placed under *academic probation* if they:

- ☐ Allow the semester GPA to fall below 1.00\*
- ☐ Fail a veterinary technician course (score less than 70%)
- ☐ Fail a non-veterinary technician course (score less than 60%)
- Violate Ashworth's academic honesty and/or student conduct policy

\*The semester GPA must be brought back up to at least 1.00 before the student can take a semester exam.

*Academic dismissal* will result if students:

- ☐ Score less than 70% in the course Achieving Academic Excellence
- ☐ Fail two courses or the same course twice (score less than 70% in a veterinary technician course or less than 60% in a non-veterinary technician course)
- Violate Ashworth's academic honesty and/or student conduct policy

Students who are academically dismissed will not be allowed to enroll in any other degree or certificate programs at Ashworth College in the future. A student who is dismissed for academic reasons will be required to pay the full contract tuition amount incurred. A student may appeal dismissal for academic or any other reasons by submitting an appeal to the Academic Review Board, within 10 days of being notified by Ashworth College of the dismissal. Decisions rendered are final and the student will be notified within 30 days of receipt of the appeal.

## Completion Time

The veterinary technician program can be completed in approximately two years (no more than 12 months for one semester); however, students are allowed a maximum of six (6) years from the date of enrollment to complete their program.

## Course Retake Policy

### **Veterinary Technician/Core Courses**

Students must pass Achieving Academic Excellence and earn a grade of at least 70 percent on all veterinary technician course lessons (courses with a VT prefix). Students who do not receive a passing grade (70%) on veterinary technician course lessons must review their scores with their Instructor. If the Instructor approves, the students may be given an additional attempt on failed exams of the instructor's choosing. Regardless of the actual passing grade earned on the retake, students will automatically receive the minimum passing score of 70 percent.

Students must maintain an overall GPA of at least 1.00 in order to remain in the program. If a student receives a grade of less than 2.00 in a veterinary technician course s/he will be placed on academic probation and must re-take the course. Only one re-take is permitted. Students are required to re-enroll and pay an administrative fee to retake the course. The grade earned on the re-take course will be utilized in calculating the student's GPA. Students who do not earn at least a 2.00 in the retake course will be dismissed from the program.

### **General Education and Elective Courses**

Students are allowed two (2) attempts on each quiz or assignment. Students are not required to resubmit an exam if students are satisfied with the score received on their first attempt. Students highest grade is recorded as the final grade for that assessment.

If the grade earned in a non-veterinary technician course causes the semester GPA to fall below 1.00, students will be placed on academic probation and must re-take the course. Students will be required to re-enroll and pay an administrative fee to retake the course. The grade earned on the re-taken course will be utilized in calculating students' GPA.



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## Veterinary Technician Course Grade Challenge Policy and Procedures

Ashworth College faculty members are experts within their fields of study and have the final authority for assigning grades with the exception of grades that are found to be a result of arbitrary or capricious grading. If a student believes and is able to support with clear and credible evidence that capricious or unprofessional grading has taken place, a grade challenge may be initiated on an assignment or on a final course grade.

The Veterinary Technician Course Grade Challenge Policy provides guidance on grades within an active course and governs course final grades. Grade challenges may be made to the Course Faculty on an individual assignment basis or submitted to the Academic Advisor on a final course grade.

### **Challenges to individual assignments while a course is active**

Individual lesson assessment grades are to be handled between the student and Course Faculty while a course is in session. The student must initiate contact with Course Faculty within one (1) week for individual lesson assignments. The student must discuss the grade concerns with the Course Faculty member who issued the grade. It is advisable to use correspondence through a verifiable means such as e-mail. These matters are to be resolved between the student and Course Faculty.

### **Challenges to a final course grade after the course has been completed**

The following policy and procedures apply to all final course grade challenges. *The Grade Challenge Form* is to be used only to challenge a **course** final grade.

1. If a satisfactory solution cannot be found, the student may obtain a *Grade Challenge Form* in the Student Portal. The form is to be completed and submitted to the Student's Advisor Faculty.
2. A *Grade Challenge Form* must be initiated within 30 days of the final course grade posting date.
3. After reviewing the *Grade Challenge Form* and supporting documentation for completeness, the form will be forwarded to the Director, Veterinary Technician Program. If supporting documentation or recommendation is missing, the form will be returned to the student for completion.
4. The Director, Veterinary Technician Program may consult with the Course Faculty in an attempt to resolve the dispute. The original faculty member who graded the assignment or a different faculty member may be notified of the challenge and asked for their perspective.
5. Grade challenges may not be appealed beyond the Director, Veterinary Technician Program. All documents submitted for Grade Challenge are entered in the permanent record of student and faculty.

It is the student's responsibility to provide the necessary information to support the challenge. The student's *Grade Challenge Form* must include all required information as well as clearly written justification for the grade challenge to be considered. The burden of proof rests with the student to provide any additional supporting documentation. Examples of necessary information include medical verification if the exception is due to illness or copies of any documentation to substantiate the request being made.

## VTNE Policy

It is our belief that students should wait until after they have completed the program to take the Veterinary Technician National Examination (VTNE). We are aware that a small number of states will allow students to take the VTNE before graduation if the school can verify the graduation date. Ashworth College is unlike a traditional school. Students study at a pace that is right for them, and students can begin the program at a time convenient for them. Due to this, we are unable to provide exact graduation dates for our students before they have completed the program. It is our policy that we will only fill out state VTNE Application forms after a student completes the program.

A student may petition to have us fill out a form before they have completed the program if they can meet all of the following criteria:

1. Be in good academic standing.
2. The student has been approved to begin their clinical portion of the VT228 VTNE Review course and actively submitting skills in the course, as determined by the course instructor.
3. The student is currently active and does not require a semester extension.
4. The student has not gone beyond the maximum allowed completion time for the program.

If a student has met all the criteria, they can petition the Veterinary Academy to have a form completed. The student must provide all necessary forms and information to Ashworth College if they want their request considered. Please email [vet6@ashworthcollege.edu](mailto:veter6@ashworthcollege.edu), with your name, student number, and petition response.

It is the student's responsibility to check with their state licensing agency regarding the application process for the VTNE. Students can find information regarding the VTNE, and links to the various state agencies at [www.aavsb.org](http://www.aavsb.org)

## Tuition, Fees, and Payment Options

NOTE: Tuition and fees are subject to change without notice. Students should confirm current tuition and fees on the Ashworth Web site. All costs associated with the externship are the responsibility of the student.

### **Tuition**

Tuition information and details are listed by program on the Ashworth website at [www.ashworthcollege.edu](http://www.ashworthcollege.edu).

### **Fees**

Please see the Fees section in the main catalog for detailed information. *Please note: There are no shipping and handling fees for the veterinary technician program.*

## Animal Care and Use Policies

### Limitations on Rendering Veterinary Care

Veterinary Technicians are prohibited from diagnosing, performing surgery, prescribing medication, or performing routine treatment on any animal without the authorization and supervision of a veterinarian. All procedures that are performed in the program require supervision. Supervision may be direct or indirect, as determined by the faculty and staff and the veterinary practice act in the state where the student is working or volunteering.

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### **"ASHWORTH COLLEGE'S INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) PROCEDURES**

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#### **Mission Statement**

The goal of the Ashworth College IACUC is to provide clinical instructional oversight and evaluation of the Veterinary Academy clinical skills courses by ensuring compliance with federal regulations related to the proper care, use, and humane treatment of animals used in education. The veterinary technician clinical courses are created in accordance with the American Veterinary Medical Association's (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) standards.

#### **Animal Usage**

Clinical procedures should not be performed on animals more often than **once every three days** and no animal may be used for more than **three total** procedures, unless the attending veterinarian determines that there is a medical reason to perform the procedure.

#### **Policy on Reporting Complaints Regarding Ashworth College's Use of Animals**

1. The Ashworth College Veterinary Academy is committed to the ethical and humane care and use of animals in teaching situations. If a clinical supervisor, student, or faculty member is aware of any potential violation to the stated animal care and use criteria or observes the mistreatment of animals, they are strongly encouraged to report their concerns.
2. Concerns can be reported directly to the chair and veterinarian by emailing [vet6@ashworthcollege.edu](mailto:vet6@ashworthcollege.edu). Attention: Dr. Danielle Cheseck
3. The chair will compose a written document of the issue, the committee's actions/recommendations, and any other pertinent information.
4. Depending on the committee's recommendations, the document may be forwarded to the Institutional Officer, Program Director, and the appropriate state veterinary board if deemed necessary.
5. Any action deemed necessary will be clearly documented and handled as appropriate. All information will be filed with the IACUC documents.
6. The Ashworth College Veterinary Academy will not tolerate the harassment, or any retaliation directed at anyone who reports actual or possible violations. The Ashworth College IACUC will protect the positions and reputations of those, who in good faith, make allegations of animal welfare violations. Investigations will be conducted as carefully and discreetly as possible.

#### **Meetings**

The IACUC meetings are conducted semi-annually. At this time, the committee will discuss animal welfare issues where applicable in the Veterinary Academy. The committee will

evaluate our animal care and use protocols, clinical skills courses, and ensure compliance with the Animal Welfare Act.

The meeting minutes are kept by the chair, who will prepare and distribute them after the meeting to each committee member and the Program Director. The Institutional Officer (IO) will receive the meeting minutes and any pertinent information in a separate email.

If there is a need to appoint a new member of the IACUC, they must be approved by the CEO and the incoming member must accept the position."

## Student Safety

### **General Safety Guidelines for Veterinary Technician Students**

Safety and security are of primary importance for all students, visitors, and employees of Ashworth College. All patients are potentially capable of inflicting serious injury and transmitting infectious disease. Use of precautions is essential to reducing the risk of injury, but even with appropriate restraint and safety precautions, injury may occur. Student acquisition of safety-related knowledge and skills is an important part of the educational process. The ability to apply these safety-related skills will increase the value of graduate veterinary technicians to the veterinary profession.

### **Occupational Safety and Health Administration (OSHA)**

The College complies with all applicable safety standards and monitors and maintains safety. Although compliance with Occupational Safety and Health Administration (OSHA) regulations, and comparable state and local safety regulations, may not be mandatory, the College is committed to complying with such regulations in the laboratory environment. Students are expected to have a basic understanding of the OSHA concepts through the curriculum. Clinical sites utilized by students for completion of essential skills must meet all OSHA standards applicable to veterinary practice.

**Safety Issues Specific to the Veterinary Technology Program**

The following are general safety concerns that are specific to the Veterinary Technician Program:

- ☐ Improper animal handling and restraint
- ☐ Threatened safety of animals
- ☐ Handling, restraining, and disposing of aggressive or dangerous animals

Veterinary Technician students are required to:

- ☐ Review all safety and restraint information contained in the current and previous course materials, reading and objectives prior to the beginning of each clinical session.
- ☐ Seek immediate supervision prior to initiating any animal contact, especially if there is any doubt as to the correct restraint or safety protocol to follow.
- Report unsafe conditions to student's clinical supervisor.
- Immediately report any injury or property damage to student's clinical supervisor and seek appropriate first aid.
- ☐ Review all policies, procedures, evacuation routes and emergency plans applicable to the clinical facility.
- ☐ Students that are uncomfortable working with any patient, especially if the patient seems dangerous or aggressive, must communicate that immediately to their clinic supervisor and seek further assistance from the supervisor. Students are discouraged from participating in procedures when patients seem dangerous or aggressive.

## Student Health

**Student Medical Care and Healthcare Insurance**

Policies on health care are for the protection of the students, faculty, the client, the patient and other health care providers. It is an expectation of Veterinary Technician students that they maintain their own physical, psychological, and emotional fitness in order to practice Veterinary Technology. However, unexpected health problems, personal concerns or learning difficulties may occur that interrupt the course of studies.

Students are responsible for their own medical care and health insurance throughout the Veterinary Technician Program. The College is not responsible for needed medical care. The student is responsible for any costs incurred as it relates to personal injuries students may sustain while participating in the program. Ashworth College and/or clinical or internship sites cannot be held liable for such injuries. Students are strongly advised to make arrangements for their own health insurance coverage.

Inability to perform assigned functions can affect a student's grades and graduation from the Program. As soon as pregnancy or any medical problems are diagnosed, students are encouraged to provide a written statement from their physician permitting them to continue in the Veterinary Technician Program and/or perform safely in the clinical setting.

**Student Illness and Injury**

In circumstances of student illness, injury, or other health limitations, both the clinical agency and the college health policies must be upheld. Students who are injured during a clinical experience must report the injury immediately to their clinical supervisor.

Health issues include but are not limited to communicable diseases (upper respiratory infections, herpes, conjunctivitis, scabies), fever, vomiting, diarrhea, and alterations in skin integrity on hands, arms, and face (draining wounds/rashes). Injuries include those involving casts, crutches, canes, or braces.

The clinical training environment for veterinary technicians

contains exposures to risks inherent to the activities performed.

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These may include, but are not limited to, bodily injury, communicable and infectious diseases, mental stress, and property damage.

Students need to be aware of the risk of zoonotic disease (Rabies, ringworm, brucellosis, intestinal parasites, toxoplasmosis, etc.) that is associated with participation in the clinical courses and with the veterinary technician profession in general. Zoonotic diseases are diseases that can be passed between animals and people. Individuals working in the veterinary field are generally considered to be at high risk for encountering zoonotic diseases due to their daily interactions with animals.

It is advisable that you consult with your personal physician to determine and procure any immunizations and/or preventive health procedures prior to beginning your clinical hours. Students are strongly encouraged but not required to have received the human rabies pre-exposure prophylaxis vaccine series prior to their first clinical. Some clinical sites may require students to be fully vaccinated for human rabies, and all students are encouraged to discuss the benefits of vaccination with their personal physician. After discussion with their personal physician, students can elect to waive the rabies vaccination. Choosing to not receive the pre-exposure rabies vaccine may delay or hinder the student's ability to complete the required hands-on portions of the program.

A rabies vaccination form is provided in each clinical course and must be completed and submitted along with all the other required paperwork.

All four clinical skills courses of the program require the handling of live domestic animals. Due to the professional nature of the program, the college is in no way liable for students being bitten or scratched while handling animals during their clinical courses. It is our policy that students do not handle aggressive animals during their clinical course. Even with these guidelines in place, animals can be unpredictable and bites, scratches and other injuries can occur. If any injury occurs to a student during their clinical course, they should follow the clinics protocol and seek appropriate medical care as soon as possible.

The [CDC recommends](#) that most bite wounds be immediately gently irrigated with water or a dilute water povidone-iodine solution and seek appropriate medical care as soon as possible. The program leaves the determination of the necessity of the post-exposure prophylaxis to the student and the health care professional treating them. The animal that produced the bite must undergo a 10 day hold period regardless of vaccination status and the site should follow reporting as dictated by local and state guidelines. Students are required to inform the program's clinical coordinator within 24 to 48 hours of receiving the injury by emailing [vet9@ashworthcollege.edu](mailto:vet9@ashworthcollege.edu).

Students are required to have and maintain health insurance coverage during each of the four clinicals and are responsible for all costs of treatment. The program does not assist with any cost or fees in relation to health care costs, including receiving the human rabies pre-exposure prophylaxis vaccine series. The [CDC website](#) has information on patient assistant programs for the underinsured. Students are encouraged to contact their health insurance provider to enquire about coverage.

### **Rabies Policy**

Ashworth Colleges Associate of Applied Science in Veterinary Technology degree program strongly encourages but does not require students to receive the human rabies pre-exposure prophylaxis vaccine series. After discussing with their personal physician and reviewing the program's Rabies Policy, students may choose to waive the rabies vaccination series.

It is Ashworth's policy that students handle only domestic animals during their clinicals.

During their clinical experiences students who are not fully vaccinated for human rabies are

prohibited from:

- Working with animals or handling animal specimens that have been or have potentially been exposed to rabies.
- Handling animals (dog, cat, equine, food and fiber species) that are not fully vaccinated for rabies or have an unknown rabies vaccination status. Unless, the state where the clinical site is located has been declared rabies free by a government body.

Students who are not fully vaccinated for rabies will be required to:

- Follow Ashworth's Veterinary Technician Program's Rabies Mitigation Plan
- Submit proof of rabies vaccination for each animal the student handles during their clinical skills. Animals must be fully vaccinated at the time of contact.

Fully vaccinated students are highly encouraged to handle only animals with a known vaccine status while completing their clinical courses. Per CDC guidelines the program has defined a "fully vaccinated student" to be: A student that has completed the human rabies vaccination series (three or two vaccination series) within the last three years or had a rabies titer showing adequate immunity within the past three years.

All students regardless of vaccination status are required to submit a patient log for each animal they handle during their clinical skills. The log must include the patient's name, signalment, date and type of rabies vaccination last received.

The program has developed a Rabies Mitigation Plan for unvaccinated students, which is located in the college catalog, to reduce the likelihood of student exposure to rabies and align with CVTEA Accreditation Policy and Procedures.

### **Comprehensive Rabies Mitigation Plan**

Procedures:

#### **1. Vaccination of animals (cats, dogs, horses, food and fiber species).**

- a. Ashworth College requires students who are not fully vaccinated to provide proof of current rabies vaccination for each animal they handle during their clinical experience. Animals must be fully vaccinated at the time of handling.

Note: If the animal resides in a state that has been declared rabies free by a government body, the student and program will follow the state's regulations on animal vaccination policies.

- b. All students, regardless of rabies vaccination status, are required to submit a patient log, including patient name, signalment, date and type of most recent rabies vaccine, for each skill that requires animal handling.
- c. Fast track labs are required to send copies of vaccine history for all animals that are used for student instruction and handling yearly. Unvaccinated students are only permitted to handle animals that are fully vaccinated.

#### **2. Hold/seroconversion period post rabies vaccination (per CDC-28 days).**

- a. Per CDC guidelines the program has defined a "*fully vaccinated animal*" to be: An animal that has been vaccinated for rabies and completed the 28-day seroconversion time after a first-time rabies vaccination. Animals that have received a prior rabies vaccination are fully vaccinated immediately after their booster. Booster vaccinations should be given as directed in the manufacturer's label.
  - i. Students that are not fully vaccinated for human rabies are prohibited from handling animals that have not been fully vaccinated against rabies. Unless the animal resides in a state that has been declared rabies free by a government body. In that case the student and program will follow the state's regulations on animal vaccination policies.
    1. Per CDC guidelines the program has defined a "*fully vaccinated student*" to be: A student that has completed the human rabies vaccination series (three or two vaccination series) within the last three years or had a rabies titer showing adequate immunity within the past three years.
- b. Students that are fully vaccinated may handle but are discouraged from handling animals that have not been fully vaccinated against rabies.



**3. Hold/ observation period for vaccinated animals (per *Compendium of Animal Rabies Prevention and Control, 2016*)**

- a. If during a clinical externship, a student handles an animal (dog, cat, ferret, and livestock) that is current on their rabies vaccine but has been exposed to a confirmed or rabies suspect, the clinical externship site is expected to:
  - I. Ensure the animal immediately receive veterinary medical care for assessment, wound cleansing, and booster vaccination. The animal should be kept under the owner's control and observed for 45 days. (*Per Compendium of Animal Rabies Prevention and Control, 2016*)
  - II. Notify the Program's Clinical Coordinator of the incident by email, within 48 hours of the known exposure.
  - III. Provide the Program with documentation of booster vaccination and hold period including location and handling procedures during the hold.
- b. If during a clinical skill a fully vaccinated student handles an animal an animal that is unvaccinated for rabies and has been bitten by a confirmed or suspected rabid animal for rabies, the clinical site is responsible for ensuring that the animal undergo a 45 day hold period or undergo rabies testing as state law allows. They must provide documentation to the Program on the location and handling procedures during the hold. The documentation is reviewed by the Program Director

**4. Communication to external parties – animal sources, off-campus sites, clinic sites.**

- a. The mentorship agreement that is completed by the student's clinical site supervisor for the clinical experience states that the site supervisor had been provided with, read, and agrees to the Program's Rabies Policy.
- b. The comprehensive Rabies Mitigation Plan is published in the student catalog.

**5. Communication to internal parties**

- a. Once finalized, the Comprehensive Rabies Mitigation Plan, Student Vaccination Policy, and comprehensive information about rabies as a disease will be communicated to and signed off by the Program's Chief Executive Officer and General Counsel.

**6. Communication to students.**

- a. All students are educated through the following on the risks of rabies prior to completing any clinical experiences.
  - i. Information on risk of rabies is provided to prospective students on the Program's website. Prospective students are encouraged to review the Program's Health and Safety Policies prior to enrollment.
  - ii. The Program's Health and Safety Policies, which include the Rabies Policy are included in the student catalog. Further, all students sign the enrollment agreement indicating that they have read and fully understand the student catalog. The student catalog informs students of their risk to rabies.
  - iii. The Program's Health and Safety Policies are included in each of the clinical booklets that are a part of the clinical courses. Students need to complete a student agreement as part of the clinical experience approval process. The agreement students verify that they have read, understand, agree to adhere to all policies including health and safety.
  - iv. Students who chose not to receive the Rabies pre-exposure prophylaxis series must sign a waiver. Students are informed and must complete this requirement prior to each of the four clinical courses.
- b. In the event that during a student's clinical, a student handles a rabies positive animal or an animal exhibiting signs of rabies, it is the responsibility of the student's clinical site to:
  - i. Immediately notify the student that has come into contact with the animal and provide information on the animal's rabies status.
    - 1. The student should be directed to obtain immediate medical attention and if bitten, wound care. It will be left up to the discretion of the student's medical provider on whether to post-exposure prophylaxis is required.
  - ii. Follow all state and local health department regulations regarding reporting.
  - iii. Notify the Program's Clinical Coordinator within 24 to 48 hours by email.
  - iv. Provide the Program with a copy of any state and local health department reports.
- c. Students are required to wear task appropriate personal protective equipment ("PPE") when performing clinical skills. Students submit videos to their instructor as part of

the clinical requirements. During review of the video, the instructor checks to make sure that students have the appropriate PPE.

Ashworth's College's Associate of Applied Science in Veterinary Technology program strongly suggest but does not require students to receive the human rabies pre- exposure prophylaxis vaccine series. After discussing with their personal physician and reviewing the program's Rabies Policy, students may choose to waive the rabies vaccination series.

- d. For Information on vaccination availability and cost assistance programs visit <https://www.cdc.gov/rabies/resources/availability.html>

**7. Comprehensive risk assessment taking into account local rabies prevalence.**

- a. [Comprehensive Risk Assessment Document](#)
- b. More information on rabies in the United States can be located on the CDC's website

**8. Comprehensive risk assessment taking into account local rabies prevalence.**

- a. [Comprehensive Risk Assessment Document](#)
- b. More information on rabies in the United States can be located on the CDC's website [Rabies | CDC https://www.cdc.gov/rabies/location/usa/surveillance/index.html](https://www.cdc.gov/rabies/location/usa/surveillance/index.html)

### **Student Pregnancy**

Students who become pregnant while enrolled in the Veterinary Technology program have the option to voluntarily inform the program faculty of their pregnancy. This notification of pregnancy should be given to the program in writing and should include the expected date of delivery. A student will be considered not pregnant until this written disclosure is received by the program. Students who declare their pregnancy will be instructed to read the U.S. Nuclear Regulation Commission Regulatory Guide 8.13, Instruction Concerning Prenatal Exposure to radiation, gas anesthesia, and medical or biological waste. Upon written disclosure, the student will have the opportunity to speak with their academic advocate or their instructor to discuss the risks and possible harmful effects of exposure to animals, radiation, anesthetic gases, and other risks to the fetus that are inherent in the practice of veterinary medicine as a technician. It is the responsibility of the student to discuss these risks with their physician and determine whether or not to continue with the clinical skills portion of the program. The program faculty will discuss the options available to the student to fulfill the educational requirements of the program. If the student is currently enrolled in a clinical skills course, she may voluntarily stop progress in the course. The student will need to notify the clinical coordinator when she is able to continue with the clinical skills course. At this time, the student may need to resubmit the clinical site paperwork for approval and restart the clinical skills course from the beginning. The pregnant student must follow the established program policies and meet the same clinical and educational criteria as other students before graduation from the Veterinary Technology program.

A student may un-declare her pregnancy at any time, this must be done in writing. If a student chooses this option, she will be considered not pregnant and is required to complete the coursework as designed, including the clinical skills courses.

Although it is both the policy and practice of the program to offer the utmost in safety and precaution for all students, Ashworth College or its affiliates will not be responsible for injury to either the mother or child due to hazard exposure during pregnancy.



## Veterinary Technician Faculty

**Megan Chadwick**

*Academic Director, Veterinary Technician Program*

B.S. Penn State University

A.S. Johnson College

**Suzanne Zick**

*Associate Clinical Coordinator*

A.S. Johnson College

**Danielle Cheseck**

Academic Advisor

AS, Veterinary Technology, Johnson College

**Dr. Frederic Chatigny**

Course Faculty, Veterinary Technician Program

Doctor of Veterinary Medicine, University of Montreal

MSc Biomedical Science, University of Prince Edward Island (UPEI)



# Intellectual Property

## Intellectual Property

The following policy is excerpted from Ashworth's internal policy manual.

### Intellectual Property Policy

This policy provides guidance regarding the use and creation of intellectual property at Ashworth College. While the definition of intellectual property, very broadly, means the legal rights which result from intellectual activity in the industrial, scientific, literary, and artistic fields, this policy is focused on products related to course and program development and instructional practices in the online learning environment. It is the responsibility of all faculty, staff, students, and anyone using the facilities or resources of Ashworth College to read, understand and follow this policy.

### Definitions

*Copyright:* The exclusive right of an author to reproduce and create derivative works from original works of authorship that are fixed in a tangible medium which are not in the Public Domain and thus, protected under United States Copyright Law Title 17 of the U.S. Code.

*Covered Individuals:* All individuals employed or under contract by the College, enrolled at the College, attending courses at the College, and/or using the facilities or resources of the College are subject to this policy.

*Intellectual Property:* Includes, but is not limited to, any works of authorship, computer software, invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, research data, regardless of whether subject to legal protection such as copyright.

*Public Domain:* The status of work that are not protected by copyright.

*Work Made for Hire:* Work prepared by an employee within the scope of employment, or work under contract that specifies the product to be a work for hire.

### Compliance with Copyright and Intellectual Property Law

Anyone who believes that any faculty, staff, or student at the College has infringed on their rights as a copyright owner should contact the Head of Academic Services with the following information:

- ☐ Complete name, mailing address, email address, phone, and fax numbers;
- ☐ Information about the copyrighted material (URL, book title, etc.).
- ☐ The URL of the College site which has the infringing material; and
- ☐ Any other information supporting the claim.

Ashworth College will apply measures to protect against unauthorized access (e.g., limiting transmission to students enrolled in a particular course) and requires that only lawfully acquired copies of copyrighted works are used.



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# A Student's Guide to Avoiding Plagiarism

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## A Student's Guide to Avoiding Plagiarism

Plagiarism is a violation of the Academic Honesty Policy. Whether it is intentional or not, plagiarism is cheating; it is both illegal and a breach of academic conduct. This guide briefly addresses definitions and examples of plagiarism and provides instructions on how to avoid plagiarism in your assignments.

As a student you will often need to present the ideas and opinions of professionals in your own words. Your instructor/grader expects you to use the work of others in your responses; there is no way to avoid this. However, to avoid plagiarism, simply cite the work of others correctly in APA format, every time. You should refer often to the APA Guidelines as well as to a printed or online APA style manual.

The following suggestions can be helpful in preparing your responses.

### Avoiding Plagiarism

1. As you take notes, mark the material that is directly copied or paraphrased in a significant way, perhaps by using a different colored font or by changing the background color of the information (highlighting the information). When you finalize your paper, you can easily check to be sure that you have cited this information.
2. When you are paraphrasing information, read the information and then write it down from memory. This will help you to avoid using the sentence structure and words of others. Remember that a paraphrase must still be cited.
3. When quoting directly, copy the person's name that you are quoting into your notes next to the quote as you take notes and put quotation marks around the exact words that you copied. Use very few quotes in your papers, quoting only when the exact phrasing of the information is as important as the information itself.
4. Always put quotation marks around any direct statement from someone else's work (or indent and single-space extended quotations). Always give a footnote, endnote, or other form of citation for this quotation.
5. Cite any paraphrase or another writer's ideas of statements.
6. Cite any thoughts you obtained from a specific source in your reading.
7. Cite any material, ideas, thoughts, etc., you received from your reading that can't be described as general knowledge.
8. Cite any summary (even if your own words) of a discussion from one of your sources.
9. Cite any charts, graphs, tables, etc., made by others or any you made using other's information.
10. Cite any computer algorithm you incorporate into a computer program if you did not write or create the algorithm yourself. (Excerpt from the Logger, 1995, p.12. 9)
11. Consult your instructor if you have any questions regarding issues of plagiarism and academic honesty.

### Information Which Must Be Cited

- Another person's idea, opinion, or theory regardless of the medium (magazine, book, newspaper, journal, song, email, lecture, TV program, movie, Web page, letter, advertisement, interview)
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words

## Information That Does NOT Have to Be Cited

- ❑ Generally accepted facts
  - One's own experimental results
  - One's own experiences, observations, insights, thoughts, or conclusions about a subject
- ❑ Common knowledge, including folklore, common sense observations, and shared information within your field of study or cultural group

## APA Format

There are two ways to incorporate the work of others into your work: quoting and paraphrasing. **Use the APA Formatting resources at the bottom of the page for additional help.**

- **Quote** – called a direct quote – is the use of others' exact words and must be enclosed in quotation marks. These citations should be presented exactly as they are written and must be attributed to the originator. Note the author names and date in parentheses in the following example.  
*Scripts are defined as "formats for integrating visuals from a computer, projections, slides, film or videotape into a presentation by one or more persons" (Newsom & Carrell, 2001, p. 374).*
- **Paraphrase** – or indirect quotes – is material from others' work, but it is presented in your own words. It too must be cited as in the following example.  
*In general, there are two types of presentations: informational and persuasive (Newsom & Carrell, 2001).*

## Useful Resources

- Ashworth's Learning Resource Center: Located in the Student Portal
  - Instructional Support Services (ISS): Writing Tutorial Services. (2004). Plagiarism: What it is and how to recognize and avoid it. Retrieved June 9, 2011, from <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
  - Purdue University: Online Writing Lab. (2004). Avoiding Plagiarism. Retrieved June 9, 2011, from [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html#common#common](http://owl.english.purdue.edu/handouts/research/r_plagiar.html#common#common)
  - Purdue University: Online Writing Lab. (2004). APA Formatting. Retrieved June 9, 2011, from <http://owl.english.purdue.edu/owl/resource/560/01/>