“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students.”

Dr. John G. Sperling
Founder and
Chairman of the
Board
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Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes the sex offender registry, institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following Web site: http://www.phoenix.edu/safety.

This school is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

Oregon Campus

13221 SW 68th Parkway # 500

Tigard, Oregon 97223
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Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life in which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling’s research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population.

He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University’s mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University’s teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the last three and a half decades, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling’s predictions concerning the innovations higher education would be required to make have come to pass. Today roughly 45 percent of all college students work at least part-time and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

The University’s growth over the last thirty-five years has been fueled by constant innovation, and ongoing efforts to improve the learning experience through advanced technology. The University has grown from a degree-completion institution serving an audience of mostly middle managers wishing to complete their education and excel in the workplace, to a comprehensive university serving students of all ages from the associate through the doctoral degree levels.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Group, Inc. (the “Parent”). The Parent’s voting stock (Class B Common Stock) is 100 percent held by management. The Parent has one class of non-voting stock (Class A Common Stock) which is publicly traded on the NASDAQ Stock Exchange under the symbol “APOL”. The Parent files quarterly and annual financial statements with the Securities and Exchange Commission and these are available to the general public. The University’s central administration offices are located in Phoenix, Arizona.

Mission

The Mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Purposes

1. To facilitate cognitive and affective student learning–knowledge, skills, and values -- and to promote use of that knowledge in the student’s work place.
2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with the commitment to lifelong learning for enhancement of students’ opportunities for career success.
3. To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
4. To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
5. To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
6. To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
7. To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
8. To generate the financial resources necessary to support the University’s mission.

**Accreditation and Affiliations**

University of Phoenix is regionally accredited by The Higher Learning Commission and is a member of the North Central Association. The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
http://www.ncahlc.org

**Program Accreditation**

University of Phoenix School of Business and Business Programs
University of Phoenix is accredited by the Accreditation Council for Business Schools & Programs (ACBSP) to offer business degrees in Associate of Arts in Business Foundations, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Master of Management, Doctor of Business Administration, and Doctor of Management.

Accreditation Council for Business Schools & Programs (ACBSP)
11520 W. 119th Street
Overland Park, KS 66213
(913) 339-9356
http://www.acbsp.org

**College of Education and Education Programs**

The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education has been approved for initial accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 20, 2007 to December 20, 2012.

Teacher Education Accreditation Council (TEAC)
One Dupont Circle NW, Ste. 320
Washington, DC 20036-0110
202.466.7236
teac.org

In addition, the College of Education has approval for education programs through the following state agencies:
- Arizona Department of Education
- California Commission on Teacher Credentialing
- Colorado Department of Education
- Hawaii Teacher Standards Board
- Idaho State Department of Education
- Indiana Department of Education
- Missouri Department of Elementary and Secondary Education
- New Mexico Public Education Department
- Nevada Department of Education
- Oregon Teacher Standards and Practices Commission
- Puerto Rico Department of Education
- Texas Education Agency
- Utah State Office of Education

Programs vary by state. Not all programs are approved in all states.

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

**Academic Programs**

Undergraduate and graduate programs at University of Phoenix are offered in business and management, nursing and health sciences, education, criminal justice, social sciences, natural sciences, humanities, and information technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

**Enrollment and Student Profile**

As of the third quarter ending May 31, 2011, University of Phoenix had an enrollment of over 398,000 students and had expanded to in excess of 230 campuses and learning centers in 40 U.S. States as well as locations in the District of Columbia and Puerto Rico. Additionally, University of Phoenix offers degree programs globally through its online delivery system.

According to students responding to a registration survey during fiscal year 2010, the average student is in his or her mid-thirties (32 for undergraduates and 37 for graduates). Gender of entering students is approximately 68 percent female and 32 percent male. Approximately 46 percent of entering students reporting belonged to an ethnic minority.

Currently, based on student selection, across University of Phoenix, approximately 33 percent of the students are seeking undergraduate business or management degrees and 9 percent are seeking graduate business or management degrees. Enrollments in selected other University of Phoenix degree programs include: 16 percent in health sciences and nursing, 11 percent in social and behavioral sciences, 9 percent in education, and 8 percent in technology.
University Library

The University of Phoenix Approach to Library Services

As busy working professionals, our students and faculty members know how difficult it can be to travel to a distant library and match their schedules to library building hours. To accommodate student and faculty needs, University of Phoenix offers its library services online. This online distribution of information is well suited to the needs of today’s “knowledge workers” and offers a functional version of the types of information systems University of Phoenix students and faculty will be expected to use throughout their careers. The core of our library web site is the University Library, a collection of resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our University Library, the library maintains selected links to other worthwhile sites on the web and provides user education and research assistance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members at all University of Phoenix learning centers and in our distance education programs. Instead of encountering disparities in library resources between large and small learning centers and between on-campus and online students, University of Phoenix library patrons enjoy access to the same broad spectrum of resources regardless of where and how they attend class. University of Phoenix provides a comprehensive digital library for students at all locations. For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Thousands of scholarly journals and periodicals holding full-text articles relevant to each University of Phoenix degree program are contained in the University Library’s resources. Financial reports on over 10,000 public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are commercial products held by the University through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

• Visit the student and faculty website https://ecampus.phoenix.edu/. This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services.
• After logging into the student and faculty website, select the Library tab and then the University Library link to enter the University Library.
• Select an appropriate resource and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Electronic Reserve Readings for individual courses. These pages provide direct links to articles relevant to the course curriculum. Links to Electronic Reserve Readings, when available, are listed on course pages within eCampus.

Additional Resources for Help

• The Library Handbook includes detailed information and helpful tips on conducting research.
• Ask a Librarian is a service found in the University Library that allows users to direct specific reference or research strategy questions to University Library staff.
• Request a Specific Document is a service found in the University Library that allows users to request a document or book that is not available in the University Library. Specific timelines and rules apply to this service.
• Complete Research Tutorial is a feature in the University Library that allows users to learn research skills by participating in an interactive web-based research activity.
• Choose Resources by Subject on the homepage of the University Library website contains overviews of research recommendations for specific subject areas.
• Search FAQs on the homepage of the University Library contains a searchable form to obtain answers to “Frequently Asked Questions” received by the library.

How to Contact the University Library

Technical Support 1-800-366-9693
Email library@phoenix.edu
International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library’s resources by clicking the View All Resources Alphabetically link on the University Library homepage.
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THE UNIVERSITY’S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University’s teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner’s active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree at the Online Campus (excluding AACC & AAP) are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University’s teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others’ learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when they are between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner’s experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students’ experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University-Wide Learning Goals

The University’s faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

The intent is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University’s curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Convenience of Time and Place

University of Phoenix classroom programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. The University’s goal is to make access to programs and services convenient to its student population. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through the Online Campus or through courses offered via FlexNet®, a combination of classroom and online learning. The University’s goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduates courses meet for five weeks. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University’s low student/faculty ratio and class size that averages 12-15 students facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time.
This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Associate degree students enrolled at the Online Campus (excluding AACR & AAPF) enroll in two courses concurrently for nine consecutive weeks. The longer course length allows students to complete two courses concurrently and keeps the weekly workload at a manageable level.

**Learning Teams**

In addition to regular course instructional sessions, bachelor’s and master’s level students meet weekly in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University’s teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University’s primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at the Online Campus (excluding AACR & AAPF) do not participate in Learning Teams, but are encouraged to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Learning teams are required to meet weekly. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Online students must indicate their participation by posting each week in the learning team forum. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus.

**Faculty**

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus. Current contact information for each campus may be found at http://www.phoenix.edu.

**Staff Screening**

All external candidates must have a new background check submitted each time they are being considered for a position with the University. The background check must be completed prior to the start date.

**Student Technology Recommendations and Competencies**

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, Colleges of Arts and Sciences, College of Nursing, College Extension, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below.

Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Information Systems and Technology may require additional software.

**Technology Recommendations**

**Hardware & Peripherals**

You are required to have access to a computer with the following:

- A processor of 2 GHz or faster
- 1GB RAM or greater
- 80GB hard drive or greater
- Cable/DSL connection or better
- Monitor and video card with 1024x768 or greater resolution
- Sound card with speakers
- CD ROM
- Inkjet or laser printer
- Microphone

**Software/Applications**

You will need access to and competence on the following applications:

- Operating system
  - Windows® XP or later
  - Mac OS 10.4 or later, with a Microsoft Windows partition required for some courses.
- Microsoft Office 2003 or later (PC), Office 2004 (Mac)
- Microsoft® Project (for selected courses)
- Internet Browser
  - Microsoft® Internet Explorer version 7.0 or later
  - Mozilla Firefox 3.5 or later
  - Google Chrome 7.0 or later
  - Apple Safari 5.0 or later
- Adobe® Reader 9.0 or later
- Adobe Flash plug-in 10.0 or later
- System is enabled to allow installation of browser plug-ins as required
- Local administrative privileges to Operating System may be required
- A current anti-virus application (updated regularly)
- E-mail address
- Internet service provider (ISP) account with broadband access

For the College of Information Systems and Technology, access to additional software is required. Please look for updated software requirements on your rEsource page. The following software is currently used:

**University of Phoenix Provided Access**

(Provided via virtual student desktop for specific courses)

- Microsoft® Access
- Microsoft® Visual Studio.NET
- Microsoft® SQL Server
- Red Hat LINUX
- Adobe®Flash Professional
• Adobe® Dreamweaver
• Adobe® Photoshop
• Adobe® Acrobat Standard
• LabSim from TestOut

Student Must Establish Access
• ALICE Software (for selected courses; free download)
• Citrix Online Plug-in (latest version)
• Microsoft® Visio® (for selected courses)
• JAVA® JRE, JDK (for selected courses)
• VisualLogic (for selected courses; free download)

For the Master of Science in Nursing/Family Nurse Practitioner and the Post Masters Family Nurse Practitioner programs, the University requires the following:
• Handheld computing devices (i.e. PDA, PPC, SmartPhone, Ipad)

Note: Due to the rapid rate of change in information technology, the hardware and software requirements and technology skills may be updated.

Note: If you need to purchase a computer, the University recommends a portable laptop or notebook for classroom use. The School of Advanced Studies requires Doctoral students to bring a laptop computer to residencies. You may be eligible for student discounts on hardware and software. There is more information on your student website, https://ecampus.phoenix.edu.

Technology Competencies
Students attending the University of Phoenix are expected to have the ability to complete the following activities:
• Access course and program material on the Web.
• Correspond with University of Phoenix staff, students, and faculty using e-mail and the Web.
• Complete, send, and receive assignments to faculty or other students using e-mail and attachments/files.
• Read/print e-mail and attachments/files from students, staff, and faculty.
• Use the University of Phoenix Electronic Library also known as the Learning Resource Center (LRC) and/or Internet for research and completion of course assignments.
• Prepare and conduct presentations in the classroom using presentation equipment.
• Use the appropriate software for the course. (The University uses as standards Microsoft® Office products including MS® Word, MS® Project, MS® Excel, MS® Power Point, etc.)
• Use CD ROMs when required as part of course assignments.
• Use an appropriate anti-virus application to insure the files transmitted and received are virus free.

Online Learning System
The University’s Online Learning System (OLS) is a computer- and web-based learning environment that has replaced the traditional classroom for many University of Phoenix students. It offers a convenient medium for faculty-to-student and student-to-student interaction. An easy-to-use, easy-to-access system, OLS allows students “to go to class” to engage in individual and group discussion or lectures, anytime or any place! OLS works with most Internet Service Providers. It features a familiar “Windows” type format, which makes navigation fast and easy. A full set of capabilities allows students to complete 100% of their education and administration online (Doctoral students are required to attend residencies). In addition to participating in the full range of class meeting and study group activities, students can communicate with instructors, interact with classmates, and conduct their research online. They can also:
• Register for classes
• Pay their tuition
• Order their books
• Meet with a representative
• Obtain their grades
• Request transcripts and more

Even without the new software, students can log on to our Web site from any Internet Service Provider – so they can check their e-mail and access student services from any location and computer.

Distance Education
The University of Phoenix recognizes that adult professionals are sometimes faced with obstacles that prevent continued commitment to classroom instruction. Students may be employed in remote areas, may be traveling extensively on the job, or may have been transferred on the job following the start of a degree program. Because the University of Phoenix was developed to provide educational services to adult learners, distance education options were developed to allow these students to continue their life-long learning when faced with such obstacles. Distance education options include computer-based educational modalities that are group-based. The same rigor expected in the classroom exists for distance education students when completing curriculum goals, objectives, and outcomes.

FlexNet®
Select University of Phoenix locations offer degree programs through the University’s FlexNet program. This learning modality combines the online and campus-based classroom experiences into one. Through FlexNet, students attend the first and last night of class at one of the University’s campus-based locations, while the remaining nights of class are conducted online.

Group-Based Online Education
The Online computer-based educational delivery system has extended the boundaries of the classroom. It is an outgrowth of the University’s recognition of the technological transformation of the workplace. The Online program utilizes the Online Learning System (OLS) that makes group learning possible independent of time and location. Rather than gathering in a classroom, students and instructors interact electronically and asynchronously. Unlike other forms of distance learning, such as directed study, online education is interactive and participative. Online students can complete their University studies from virtually anywhere in the world.
Structure

Students in the group-based Online program benefit from the same quality, real world-oriented education that as distinguished the University of Phoenix since it was founded. Students become active members of a learning group of between 7-20 adult learners, and work in smaller learning teams each week on required projects and assignments. Students complete one course at a time, then move on to the next course in the same way as students who meet face-to-face.

Process

When students are admitted to the program, they are provided with all the information needed to connect to the Online Learning System. Prior to the start of the first class, students become familiar with the system through an Online orientation. At this time, group members will become acquainted through an exchange of professional and academic backgrounds. Additionally, students will be introduced to their first instructor who will explain the nature of the course and give the first assignment. Each week’s instruction begins with a general class meeting. Here, the instructor introduces all the material to be studied, gives assignments, and answers questions.

Key Features of the Group-Based Online Program

Interactive Learning

Computer conferencing exchanges are student-centered, involving dynamic and extensive sharing of ideas, opinions, and information. As a result, knowledge building occurs as students examine each other’s written arguments and positions. In the face-to-face classroom environment the instructor often produces 60–80% of the oral exchanges. Research shows that in the online learning environment, the instructor produces only 10–15% of the verbal interactions. In this way, adult learners are much more actively involved in their own education, an element that the University of Phoenix has found to be essential to adult learning programs.

Equitable Participation

As anyone who has attended a traditional classroom setting knows, one or two students can often dominate any class discussion, while more reserved students sit silently. In the Online setting, no one readily dominates. While some students might spend more time communicating, everyone must participate. Participation, therefore, is more equitably distributed and active for everyone, as each student has equal access to the “floor.”

Time and Place Independent

All communications in the University’s Online computer–conferencing system are asynchronous rather than real-time. While this naturally imposes some limitations, it has been found that asynchronous communications result in increased access for students since they can control the time and place for their participation. They enjoy far greater flexibility since activities need not be simultaneous. Asynchronous communication also enables both students and faculty to synthesize material at their own pace and to provide well thought out responses free of the pressure of instantaneous feedback.

OLS is available 24 hours per day, 7 days per week, enabling adult learners to choose the times when they believe they are best prepared to engage in particular learning activities and spend as long as they wish working on them. The result is that the Online adult learner has increased control and has more options than in the classroom.

(Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m. to 5:00 a.m. Sunday.)

Computer Text–Based Communications

All of the Online communications are text–based, and the users (students and faculty) are able to maintain an ongoing common transcript which greatly enhances opportunities for reflective interaction. At any time they choose, students can review and reflect on the transcripts they have stored in their computers. These archives invite students to organize and reorganize the body of ideas being developed in their class.

(Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m. to 5:00 a.m. Sunday.)

Services Provided

Through OLS, students are able to contact the Learning Resource Center to request literature searches and have them forwarded directly to their personal “inbox” on the Online Learning System. The University staffs a technical support help desk 24 hours per day, seven days per week.

Confidentiality

The electronic computer–conferencing system shall be maintained by an employee of the University (System Operator) who is required by University policy to uphold the confidentiality of any messages she/he may review in the process of tracking overall system usage, and ensuring that the system is functioning properly. The Director of Academic Affairs, the Vice President, Executive Director/Department Chairs, and certain university administrators may review the archives of class meetings and to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, if required.

Policy on the Illegal use of OLS

The University of Phoenix retains the right to monitor the Online Learning System conferencing system, via the System Operator, in order to verify appropriateness of use. Illegal activities are expressly prohibited and include such things as distribution of “pirated” software, distribution of unauthorized surveys, exchange of “hot” billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.

Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.
UNIVERSITY POLICIES

Calendar

The educational mission of the University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. A student could begin a degree program in virtually any month of the year. This calendar allows the adult student to balance the demands of career, family, and education.

Students qualifying for financial aid may receive a new award each academic year. An academic year is defined as the period of time in which a student completes at least 24 credit hours and 30 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Students should reapply for financial aid prior to the start of each new academic year.

2011-2012 Oregon Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Dates</th>
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<tr>
<td>4th of July</td>
<td>July 2, 2011 - July 8, 2011</td>
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<tr>
<td>Labor Day</td>
<td>September 3, 2011 - September 5, 2011</td>
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<tr>
<td>Thanksgiving</td>
<td>November 24, 2011 - November 27, 2011</td>
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<tr>
<td>Martin Luther King Jr Day</td>
<td>January 14, 2012 - January 16, 2012</td>
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<tr>
<td>President’s Day</td>
<td>February 18, 2012 - February 20, 2012</td>
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<tr>
<td>Easter</td>
<td>April 6, 2012</td>
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<tr>
<td>Memorial Day</td>
<td>May 26, 2012 - May 28, 2012</td>
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*This is considered an institutionally scheduled break.

Course Cancellation

The University of Phoenix may be required to cancel courses or programs when necessary. In addition, courses or programs may not begin on their scheduled start dates in the event of certain circumstances, such as faculty unavailability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program if available. Any payments made for canceled courses that have not started or are currently in process will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with registered students as early as possible.

Directed Study

Under certain circumstances students may need to complete a course via directed study. Students should contact their campus for information about availability, requirements, or additional fees that may apply. A maximum of twelve credits completed via directed study may be applied to degree requirements.

Concurrent Enrollment

Because of the intensive nature of the University’s courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses. Under no circumstances may an associate degree student enrolled at the Online Campus (excluding AACR & AAPF) be concurrently enrolled in more than three (3) courses at any given time. Concurrent enrollment in a third course is prohibited for new students in the first two courses of any University of Phoenix program. Enrollment is considered from the start date of any course through the end date of the course. Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence. Under no circumstances may an undergraduate or graduate student be concurrently enrolled in more than two (2) courses at any given time. Concurrent enrollment is prohibited for new students in the first two courses of any University of Phoenix program. Enrollment is considered from the start date of any course through the end date of the course. Courses taken concurrently with other institutions will not be limited.

Dual Enrollment

Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree program.

There is no dual enrollment between Degree Seeking Students from University of Phoenix and Online Associate programs with the exception of AAPF.

Multiple University Degrees

Students may earn additional undergraduate or additional graduate degrees from the University of Phoenix. These students are treated the same as if they held a degree from another regionally accredited, or approved nationally, accredited institution and must meet residency requirements toward the additional degree. The following requirements must be met to complete degree programs:

- Students must complete an application for each program.
- Only one degree in a specific discipline may be earned. In most cases additional MAED degrees may be earned due to the unique specializations. Students may not earn both an MAED/TED-E & MAED/TED-S.

*This is considered an institutionally scheduled break.*
• The required course of study for each program must be completed as approved by the University. Residency must be met for each degree. Graduate students must complete a minimum of 18 credits toward an additional degree as outlined by each College. Undergraduate students must complete a minimum of 30 credits of the additional degree's required course of study in order to meet residency. A student holding one University of Phoenix Undergraduate degree may earn a different degree by applying the credits earned from the first degree toward the additional degree; however, students must still meet all additional residency requirements (30 credits), along with the general education and minimum credit requirements in effect for the additional degree at the time of enrollment.

• Students must successfully complete any project required for each program.

• A diploma application must be completed for each program. Students may earn only one certificate per program.

**Maximum Credit Load**

Undergraduate students may earn a maximum of 39 credits in a twelve (12) month period. Graduate students may earn a maximum of 33 credits in a twelve (12) month period. Credits attempted and earned beyond the maximum allowable limits will be transcripted but will not apply toward degree completion requirements. Courses taken concurrently at other institutions will not be counted towards this total and will not be limited in any way.

**Course Credits**

All credits issued for successfully completed University of Phoenix coursework are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry Doctoral credit.

**Student Identification Numbers**

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

**Name and Social Security Number Changes**

The University requires documentation of legal name and social security number changes. The following forms of identification will be accepted: marriage license, divorce decree, passport, Social Security Card or court order. A social security card issued by Social Security Administration is required for changes in social security numbers.

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**Duplication of Credit**

Duplication occurs when students take the same course more than once or take a course that duplicates the content of a satisfactorily completed course. The grade and credit earned for the most recently completed course will apply toward academic standing and the total number of credits required for degree completion. The previously completed course will remain on the permanent transcript, but will not be applied toward academic standing or the total number of credits required for degree completion.

**Course Audit Policy**

At some campuses, and upon approval of the campus Director of Academic Affairs, a student may choose to audit a course. Courses that have been audited will be transcripted with the grade of “AU” and will not earn the student any credit. Students auditing a course are considered passive participants and will not be held responsible for study group work or class assignments. They must follow all other University policies for non-auditing students, including class attendance. Audited courses do not qualify the student for financial aid. Students will be required to pay a one (1) credit hour tuition charge consistent with the program rate for each audited course. The Online campus does not allow external auditing due to the unique nature of an Online classroom environment.

**Re–Entry Students**

Students who have been out of attendance for a period of more than one (1) year from the last date of positive recorded class attendance in a program applicable course are considered re-entry students and are subject to the following policies:

• Re-entry students who re-enter into the most current program/program version offered in their state or jurisdiction do not require submission of an appeal for re-entry.

**Transfer of Credit**

Academic credit earned for courses appearing on an official transcript from an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University with a minimum grade of C-. For program specific transfer requirements see individual program descriptions as additional conditions may apply for the transfer of credit towards specific program degree requirements. Transfer credit will be evaluated according to University policies and accepted subject to the approval of the University’s Central Office of Admissions & Evaluation. Graduate level coursework from institutions that hold accreditation through the American Bar Association or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that are not from a Graduate level program (i.e. JD, LLB, LLM) will not be accepted. Paralegal degrees are not considered Graduate level programs.
Transfer credits that are based on a different unit of credit or calendar system than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only course evaluations performed by the University’s Central Office of Admissions & Evaluation or Prior Learning Assessment division are final. Any preliminary reviews by campus personnel are unofficial and not binding, and subject to change. The acceptable regional accreditation bodies are:
- Middle States Association of Colleges and Schools
- New England Association of Colleges and Schools
- Higher Learning Commission of North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges
The acceptable national accreditation bodies are:
- Association of Biblical Higher Education (formerly Accrediting Associate of Bible Colleges)
- American Academy of Liberal Arts
- Association of Advanced Rabbinical and Talmudic Schools
- Accrediting Council for Independent Colleges and Schools
- Accrediting Bureau of Health Education Schools
- Accrediting Council for Continuing Education and Training

A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (CLEP, Excelsior, Berlitz, NLN, AP, DLPT, College Level GED, and DANTES) according to University policy except where prescribed otherwise for limitations of nontraditional credits under state statutes. For a description of the type and amount of credit that can be applied toward an undergraduate degree, see individual program descriptions. Students will have up to 90 days from notification of Transfer Credit decisions to submit an appeal with the Student Appeals Center.

Transferability of credit is at the discretion of the accepting institution. It is the student’s responsibility to confirm whether or not credits earned at the University of Phoenix will be accepted by another institution of the student’s choice. Students transferring from Meritus University will have earned credit totals for Prior Learning and Canadian Forces credit assessments honored at University of Phoenix. Applicability of assessed credits in transfer for Meritus University students will still be defined by the program requirements of the chosen program that the student is entering at University of Phoenix.

The unacceptable credit or transfer credits are:
- DANTES Science

Nondiscrimination Policy

The University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs, activities, and employment practices and will not tolerate any discrimination or harassment of any kind with regard race, color, religion, sex, sexual orientation, gender identity, age, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law. Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Discrimination Procedures:
1. Students, faculty or staff alleging discrimination must present their grievance within six weeks.
   a. Allegations of sex discrimination must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.

   i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of discrimination and the alleged actions.

   ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:

      • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      • If the accusation is against a student then the Student Code of Conduct procedures apply.
      • If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

   iv. Timeframe for Conducting Title IX complaints:

      • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
      • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation.
      • Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.
b. All other discrimination claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
   i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimination and the alleged actions.
   ii. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:
      • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      • If the accusation is against a student then the Student Code of Conduct procedures apply.
      • If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

Harassment Policy

It is the policy of the University of Phoenix that the educational environment at each of its campuses be free of all forms of improper or unlawful harassment including sexual harassment or sexually offensive conduct. Conduct on the part of faculty, staff, or students which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted sexual advances,
- Requests for sexual favors,
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests,
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
- Offensive verbal conduct, including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
- The display of sexually offensive pictures, posters, illustrations, or objects,
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, sexual orientation, gender identity or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Procedures

1. Students, faculty or staff alleging harassment must present their grievance within six weeks.
   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.
   i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of harassment and the alleged actions.
   ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
      • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      • If the accusation is against a student then the Student Code of Conduct procedures apply.
      • If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

   iv. Timeframe for Conducting Title IX complaints:
      • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
      • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
      • Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.

b. All other harassment claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
   i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
   ii. If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
      • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      • If the accusation is against a student then the Student Code of Conduct procedures apply.
      • If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.
   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.
Disability Services

University of Phoenix recognizes and accepts its obligations under the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations and academic adjustments to qualified disabled students in all University programs and activities. The University of Phoenix Disability Services Office provides services to students with temporary health issues or a permanent disability.

Students have the responsibility to both self-disclose and request accommodation through the campus disability services advisor. Communication with faculty or other staff members does not constitute fulfilling the University ADA accommodation requirements. Confirmation through documentation from a health care provider is required prior to accommodations or adjustments being determined and fulfilled. The University must receive verification through documentation from a health care provider prior to the determination and fulfillment of accommodations.

Obtain Information

The campus disability services advisor is responsible for managing the ADA process, including negotiations, and finalizing appropriate student accommodations. Additional information and a list of campus disability services advisors are located at http://www.phoenix.edu/students/disability-services/disability-services-advisors.html.

Acceptable Use of University Computing and Communication Resources

The University’s computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University’s users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and, for accessing and obtaining the University’s services.

Students and faculty using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, Information Security Personnel will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:
- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity or availability of University computing and communication resources.
- Not attempt to circumvent the University’s physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Standards (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor. Explicitly:
- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how Information Security Personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:
- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize Information Security Personnel to conduct a more detailed investigation to gather evidence on the suspected violation.
Disclosure

Responsibility to Inform User of Unauthorized Access or Confidentiality Violations and Enforcement

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Resources

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

• If required by applicable law or policy.
• If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
• If required to protect the confidentiality, integrity, or availability of computing and communication resources.
• Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

• Required or permitted by law, including public records law, or by subpoena or court order
• The University or its designated agent reasonably believes that a violation of law or policy has occurred
• Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions can not be completely assured. Therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Apollo Internal Audit or Apollo Information Security and Compliance.

Apollo Group Internal Audit
M/S AA-B309
4615 E. Elwood St.
Phoenix, AZ 85040
FAX: (480) 929-7499
email: internalaudit@apollogrp.edu

Apollo Group Information Security & Compliance
M/S AA-B103
4615 E. Elwood St.
Phoenix, AZ 85040
FAX: (480) 379-3555
email: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user’s privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator’s status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of Information Security Personnel.

In the event of any inconsistency or conflict between this policy and any other terms or conditions students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.

• Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
• Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
• Misrepresenting or forging the identity of the sender or the source of electronic communication.
• Altering the content of a message originating from another person or computer with intent to deceive.
• Use of University computing and communication resources for private business or commercial activities.
• Fund-raising or advertising on behalf of non-University organizations.
• The unauthorized reselling of University computing and communication resources.
• Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
• Interference with or disruption of the computer or network accounts, services, or equipment of others.
• The intentional propagation of computer “worms” and “viruses,” the sending of electronic chain mail, denial of service attacks, and inappropriate “broadcasting” of messages to large numbers of individuals or hosts.
• Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
• Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
• Altering or attempting to alter files or systems without authorization.
• Unauthorized scanning of networks for security vulnerabilities.
• Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one’s level of authorization.
• Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.
CONSUMER INFORMATION

Introduction

All institutions participating in federal financial aid programs are required to notify enrolled and potential students and current and prospective employees regarding available consumer information. This document provides access to required consumer information. Where applicable, each section lists specific locations where additional information is available. Additionally, the right to request and receive this information in writing is available by contacting the campus director or designee at each University of Phoenix location during regular business hours.

Student Financial Aid Consumer Information

University of Phoenix participates in federal financial aid programs, including:

- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent (SMART) Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teacher Education Assistance for College Higher Education (TEACH) Grant
- Iraq and Afghanistan Service Grant (IASG)
- Federal Perkins Loan Program
- Federal Stafford Direct Loan (DL) Program
- Federal Stafford Direct Parent Loan for Undergraduate Student (PLUS)
- Federal Stafford Direct PLUS loan for Graduate and Professional Degree Students

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program can apply for federal financial aid as a means of assisting with financing their education. Some certificate programs may also be eligible for federal financial aid.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based, or dependent on other specific conditions. Students should contact a local campus or an Online finance advisor at 866-766-0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at www.phoenix.edu/campus_locations.html.

University of Phoenix Family Educational Rights and Privacy Act (FERPA) and Consumer Privacy Policy

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to a student record is not be released to a third party without written or authorized electronic consent via a FERPA Release form, judicial order, or a lawfully issued subpoena.

Access to Education Records

FERPA regulations require the University to comply with students' rights to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records the students wish to receive copies of or inspect.

Note: Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one positive attendance, or Y, posted are considered a student.

Education records are defined as all records, files, documents and materials containing information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others.
- Records of the law enforcement unit of an educational institution.
- Personnel records; records related to a person as an employee not used for any other purpose.
- Medical records
- Records created after the student is no longer a student; alumni records.

Releasable Information - Directory

In compliance with FERPA, a University designated representative without prior written or authorized electronic consent of the student can release the following education record information, provided the student does not have a FERPA Hold Request Form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status (full-time and withdrawn)
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party. No information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student’s enrollment.

To remove a FERPA Hold Request, the student must complete and submit a FERPA Hold Release form to the Registrar's Office. To remove previously authorized parties from record, the student completes and submits a FERPA Rescind form listing all parties to whom information should no longer be released.
Information Not Released - Non-Directory

In compliance with FERPA, the following student information must not be released by the University without prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena. The student’s signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security Number (SSN), Individual Record Number (IRN) or Personal Identification Number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address, or work telephone number.
- Academic performance information, such as academic suspension, probation, disqualification, or academic dishonesty charges.
- Admission information including test scores or entry grade point averages.
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

*Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information. The University will notify students to provide contact information directly to a third party when this information is requested.

**Student IRNs, SSNs or PINs should not be released to a third party, unless necessary to perform a required task, for example the Student Financial Agreement, FBI request, etc.

Note: Non-directory information can only be released to third parties via telephone or in-person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in-person.

Note: All third party inquiries, including parents, require a FERPA Release Form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student, for example power of attorney, etc.

The University can release information to school officials with legitimate educational interest. The University may release information under the following conditions:

- School officials with legitimate educational interest
- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, Netnet Scholarship Management, Aptimus, Protiviti, ACS, ECMC Solutions, National Student Clearinghouse, Paradigm, Inc., Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, Inside Track, Salesforce, Iron Mountain, Outsell Y-Connecting, collection agencies (CS, ARS, States Recovery, FMS, Account Control Technology-ACT, Aceante USA, Capital Management Systems, FCBS, NARS Call Center Solutions, National Enterprise Systems, Northland Group, Penta Group, Redline Recovery, Tate and Kirlin, and Windham Professionals) and other services.
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- The U.S. Immigration and Customs Enforcement, in compliance with the Student Exchange Visitor Information System (SEVIS) program
- Under “Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT ACT) of 2001,” Section 507 amends FERPA and allows institutions to disclose without consent or knowledge of the student personally identifiable information from the student’s education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in Section 2331 of Title 18 United States Code. Institutions that, in good faith, produce information from education records in compliance with an ex parte order issued under this amendment “shall not be liable to any person for that production.”
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and he or she has been found to have violated the institution’s policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.
The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986. A school official has a legitimate educational interest if:
- Performing a task specified in his or her job description or contract
- Performing a task related to a student's education
- Providing a service or benefit relating to a student or a student's family
- Representing a school in which a student seeks to enroll
- Disclosing information to federal and state authorities auditing compliance of federal or state support programs
- Disclosing information in connection with financial aid; to determine financial aid eligibility; amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released
- Performing studies on behalf of educational institutions
- Disclosing information to accrediting organizations carrying out their function
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information, directory, and non-directory, without student consent if the disclosure meets one of the following conditions:
- This disclosure is to other school officials whom the University determines have legitimate educational interest.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR §99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid the student has applied for or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid

Students requesting demographic or personally identifiable information on other University of Phoenix students for survey or research purposes must contact the Campus Director of Operations and Academic Affairs when approved through the Human Subjects Committee in the Office of the Provost.

The University shall retain a record of student information disclosed to a third party if disclosure does not fall under a FERPA exception. This information is made on University computer system containing dates, names and reasons for release. Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records.

However, University Services will respond to student's requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to receive copies of or inspect.

**Student Right to Access**

Student wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by the Family Educational Rights and Privacy Act will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to inspect or have a copy.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from the student's file, students must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifying which record they would like to review. Upon verification of the student's signature, the records will be released.

A designated University official must be present when a student wishes to review their records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

**Procedure**

Students alleging their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturned administration decisions and assessments. The registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the registrar's action and based on the action may request a formal hearing.

Student must submit request for amendment in writing to the registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The registrar will respond to the request within 14 days.

If the University denies the request to change the record, the registrar will notify the student of the decision and advise them of their right to challenge the information.

Students' request for a formal hearing must be made in writing and submitted to the University Services. The registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. A hearing panel appointed by the registrar shall represent the University. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.
The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student’s privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student’s record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student’s right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
  - Access is permitted only to that part of the record concerning the inquiring student
- Records of instructional, supervisory, administrative, and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied, for example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students’ rights are denied.

The University may release foreign transcripts to students.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations, absent a judicial order or legally issued subpoena:

- Student has an unpaid financial obligation with the University.
- The University issues transcripts for students who have filed for bankruptcy provided University of Phoenix obtains a copy of the bankruptcy petition filed with the courts.

Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:

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

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, legal guardians (court document required), children (over the age of 18), and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar’s Office.

The Student Verification Process (SVP) is required for inbound and internally transferred phone calls that request the release of or update to any student record information. The Student Verification Process is not required for outbound phone calls provided those calls are to contact numbers in our student academic systems and the student verifies his/her identity. A government issued photo ID or University of Phoenix issued photo ID can be used in place of the SVP for in-person requests.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student. Potential students can review the University FERPA Policy within this document, http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

Current students can also obtain a copy of the FERPA policy in their student catalog at https://ecampus.phoenix.edu/portal/public/login.aspx.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes:

- Student name
- Home address
- Email address*
- Telephone listing
- Age (Date of Birth)
- Place of birth*
- Level of education
- Academic major
- Degrees received*
- Most recent educational institution attended*

*This information may be released only when available.

Procedure

1. Request is routed from campus or corporate department to the Apollo Ethics & Compliance Department at the following address:
   University of Phoenix
   Apollo Ethics & Compliance Department
   4025 S. Riverpoint Parkway Mail Stop: CF-L302
   Phoenix, AZ 85040
   Fax: (480) 643-1015

2. Within 15 days of a request by the recruiter, the Apollo Ethics & Compliance Department will make contact with the requestor and discuss the necessary information requested, our method for determining costs, and our basis for concluding that such charges are reasonable and customary.

3. The Apollo Ethics & Compliance Department routes specific report details to the Office of the Registrar.

4. The Office of the Registrar processes request of information and routes report back to the Apollo Ethics & Compliance Department within 72 business hours.

5. The Apollo Ethics & Compliance Department sends the information to the requestor.

6. Documentation will be made and kept verifying each occurrence of report fulfillment.
Privacy Policy

Our Privacy Philosophy
University of Phoenix is committed to protecting your privacy when you visit our Site(s). We want you to know what Information we collect, how we use it, and how you can request that this Information be updated or corrected. Certain University Site(s) may be subject to additional privacy policies (collectively "Additional Policies"). In the event of any direct conflict between any Additional Policies and this policy, the Additional Policies shall control. The University reserves the right to resolve any conflicts between policies in its sole discretion. The University reserves the right to amend or otherwise modify this Privacy Policy at any time, visit http://www.phoenix.edu/copyright-legal/privacy_policy.html periodically to check for updates.

Scope
Our Privacy Policy covers any visitor to our Site(s), including current and potential students. This policy applies to both online and offline collection, storage, processing, and transfer of Personal Information.

Definitions
As used in this Privacy Policy, the following terms have the following meanings:

- "Business Associates" means third party service providers which Apollo Group, Inc. or the University may contract with to provide services on their behalf including those related to the Site(s) or for transactions occurring on the Site(s) including, but not limited to Social Networking, hosting, web analytics, lead generation, business or financial services.
- "Educational Partners" means our parent, the Apollo Group, Inc., and its subsidiaries including educational companies or institutions that Apollo Group, Inc. or its subsidiaries may be providing educational or other related services to under contract.
- "Financial Information" means specific Personal Information of a financial nature such as your credit card number.
- "Information" means any Information collected and includes "Personal Information", "Financial Information", "Web Analytical Information" or any other Information collected from you through our site(s).
- "Marketing Information" means your Web Analytical Information and your Personal Information such as your name, address, email address, and telephone number that the University collects uses and discloses for the marketing and promotional purposes as disclosed in this Privacy Policy.
- "Personal Information" means Information that may be used, alone or in combination, to identify a specific individual and includes Financial Information.
- "Site" or "Sites," means the University website located at http://www.phoenix.edu/, as well as any other University-controlled or authorized Sites (including, without limitation, any business associate sites), regardless of domain name or IP address.
- "Social Network", means various Internet communication technologies provided on Sites that facilitate conversation and interaction between people online and includes, but is not limited to, blogs, discussion forums, wikis, chat sessions, news groups, etc.

- "Social Network Content" (or "SNC") means user-generated content you consent to share via a Social Network and includes, but is not limited to, Personal Information, including digital sounds and pictures that you upload to a Social Network. It also includes your Personal Information that may be displayed on other users' Social Network pages.
- "University", "we", "us", and "our" refer to the University of Phoenix and its parent company Apollo Group, Inc.
- "Unrelated Entities" means third parties that are not Educational Partners and who are not providing services to Apollo Group, Inc. or University of Phoenix as Business Associates.
- "Web Analytical Information" means internet generated Information we collect when you visit our Sites. This Information may be linked with marketing and Personal Information. When linked with other Information identifying you personally, either alone or in combination with other Information, then such Information also will be considered Personal Information.

Information We Collect
We collect various types of Information from you through our Sites, when we talk to you on the phone and in person with University representatives. Some of this Information is collected automatically through various web and internet technologies including Social Networking tools used by the University. Other Information is collected when you provide it in response to an advertisement, a survey, a request for Information, when you register for our educational or other services, or when you set up a Social Network profile.

Information Collected Automatically
Each time you visit one of our Sites, Web Analytical Information is automatically gathered. In general, this Information does not identify you personally. Examples of Web Analytical Information include, but are not limited to

- IP address
- Collection Date
- Publisher Name
- Connection Speed
- Day of Week Time of Day (hour)
- Language settings
- Country, State, DMA, City (relating to IP address, if available)
- Domain (.com, .net, .mil, .org, .edu, etc.)

Our collection of Web Analytical Information lets us see how users are finding, and navigating our Sites, and it tells us which pages users visited most often so we can make our Sites more useful and relevant. This Information may be linked with personal Information to accomplish the purposes described in this Privacy Policy.

Information You Provide to Us
In addition to the Web Analytical Information automatically collected when you visit our Sites, the University also collects, uses and discloses Personal Information that you provide to us voluntarily when you respond to an advertisement or survey, register for our educational or other services, order merchandise or services from us, set up a Social Network profile, request Information regarding one of our educational programs, etc. While the exact nature of the Personal Information may vary depending on the type of response or service requested, the following is a non-exhaustive list of the types of Information that may be collected to the extent it is necessary and applicable for the intended purposes:

- First, Middle and Last Name, Previous Names
- Street Address, City, State, Country, Postal Code

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CONSUMER INFORMATION

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- Date of Birth
- Place of Birth
- Gender
- Race
- Ethnicity
- Country of origin
- Employment
- Native Language
- Address Type
- Email address
- Valid Day or Evening Telephone Number
- Cell Phone Number
- Confirmation of the age of majority
- Campus (based on postal code list)
- Apollo Institution interested in
- Current degree program of interest
- Current modality of interest (online, on-ground or Flexnet)
- Publisher Code (SiteID)
- Citizenship (Visa Types, Date of Issue - if you want to add this)
- Amount of Previous Credits
- Military Affiliation
- Credits earned
- Prior Education History
- High School Diploma
- Lead Source
- Individual Record Number (IRN) or Social Security Number
- Credit Card Number Other Financial Information
- Social Networking Content
- Other Information after you become a University student such as course assignments, grades and other educational records relating to your enrollment at the University and that may be required to be collected in the normal course of your studies.

How We Use This Information

Marketing Information
We use marketing Information to help us better plan our Sites and services to meet your needs; to measure and improve our Site(s) services and features, to communicate with you by email, postal mail, telephone, cellular/mobile phone, PDA devices, and/or on applications for mobile phones such as iPhone or Blackberry about products or services that may be of interest to you, to provide you with customer support, to prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement policy), and to enforce our Terms of Use. We also use a variety of technological systems to detect and address anomalous activity and to screen content to prevent certain abuses such as spam. These efforts may on occasion result in permanent suspension or termination of Site functionality for some users.

Personal Information
The University recognizes that by choosing to provide us with your Personal Information, you are demonstrating your trust in us and we take that trust seriously. We will not sell, rent or lease your Personal Information to others.
We may collect, use and disclose Personal Information for the following purposes:
- to determine your admissibility and to register you for your selected educational programs
- to provide requested products and services
- to respond to your inquiries
- to administer promotions to which you have indicated an interest
- for our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- for fostering communication and collaboration among members of the University community through Social Networks
- for sharing with our Educational Partners who may contact you with respect to their educational or marketing services;
- for sharing with our Educational Partners or Business Associates who are performing services on our behalf
- to analyze how Sites and services are being accessed and used;
- to improve Site and service performance and delivery
- to analyze risk and business results
- to obtain payment for services that we provide to you
- to maintain business records for reasonable periods
- to provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger, or acquisition such Information may be transferred as part of the transaction to the acquirer
- and/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit, or security requirements applicable to the University, our Educational Partners, or our Business Associates.

Express Consent to Receive Pre-Recorded Voice Messages, Text Messages and Calls Using an Autodialer
In connection with the uses set forth above, we may use an automatic telephone dialing system, artificial or prerecorded voice messages, or text messages to provide you with various communications. Further, when you provide us with a cellular, wireless, or mobile telephone number as your contact number, you agree that you are providing us with your express consent to receive calls using an automated dialing system, prerecorded voice messages or text messages related to your enrollment. If you do not wish to receive these updates on your cellular or mobile phone, please provide us with a LAN-based telephone number.

Financial Information
Your Financial Information will be used to conclude your registration or other transaction you have initiated with us. It will not be sold, rented, or otherwise transferred to an educational partner, business associate or unrelated entity outside of this purpose, except in the case of a reorganization, merger or acquisition of our shares or assets or those of our parent company Apollo Group, Inc.

Student Educational Records
If you are or subsequently become a student at the University, your educational records are subject to the U.S. federal Family Educational Rights and Privacy Act (FERPA), state laws and the University policies. Students have the right to limit access to FERPA-defined directory Information about them. To obtain a copy of the University FERPA policy, go to http://www.phoenix.edu/about_us/regulatory/consumer-information.html. You may also contact us via one of the below methods:
Location of Information Processing

Because we operate in multiple jurisdictions, including the United States and Canada, some Educational Partners and Business Associates may be located outside of the jurisdiction in which you reside. In such cases, your Personal Information may be collected, used, disclosed, stored and processed in these other jurisdictions for the purposes described in this Privacy Policy. The data protection and other laws of the United States and other countries might differ from your jurisdiction. While we require our Educational Partners and Business Associates to use your Personal Information only to perform the services we have retained them to provide and take reasonable steps to ensure that your privacy is protected in accordance with applicable laws. Please be advised that, by using our Sites, your Information may be transferred across borders and will be subject to the laws of those other jurisdictions, including lawful requirements to disclose Personal Information to government authorities.

Opt-Out

You may opt-out of our collection, use and disclosure of your Personal Information at any time, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt-out of certain uses of your Personal Information, we may not be permitted to opt-out to certain necessary collection, uses and disclosures, for example, but not limited to, educational announcements, maintaining reasonable academic, business and transaction records and disclosures to government entities as required for us to comply with applicable laws. To opt-out please email Ethics.Compliance@apollogrp.edu. You can choose to no longer receive marketing communications from us and you may express your choice where indicated on the applicable email or other communication or visit http://awhpsmmta01.universityofphoenix.com/webdocs/UnsubscribeEmail.html. Please note, however, that such a request will only remove you from our list and the list of any Business Associate performing services on our behalf. We are not responsible for the use any other party may make of the Information once it has been transferred in accordance with this Policy and you will need to contact such entity to have your Information removed from their database. You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. Students who desire to prevent release of their Information under our control. We utilize industry standard security measures when accepting your credit card Information during the online ordering process, as well as whenever we ask you to login to any of our Sites.

Unlawful requirements to disclose Personal Information to government entities as required for us to comply with applicable laws. Please be advised that, by using our Sites, your Information may be transferred across borders and will be subject to the laws of those other jurisdictions, including lawful requirements to disclose Personal Information to government authorities.

Opt-Out

You may opt-out of our collection, use and disclosure of your Personal Information at any time, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt-out of certain uses of your Personal Information, we may not be permitted to opt-out to certain necessary collection, uses and disclosures, for example, but not limited to, educational announcements, maintaining reasonable academic, business and transaction records and disclosures to government entities as required for us to comply with applicable laws. To opt-out please email Ethics.Compliance@apollogrp.edu. You can choose to no longer receive marketing communications from us and you may express your choice where indicated on the applicable email or other communication or visit http://awhpsmmta01.universityofphoenix.com/webdocs/UnsubscribeEmail.html. Please note, however, that such a request will only remove you from our list and the list of any Business Associate performing services on our behalf. We are not responsible for the use any other party may make of the Information once it has been transferred in accordance with this Policy and you will need to contact such entity to have your Information removed from their database. You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. Students who desire to prevent release of their directory and educational records and disclosures to government entities as required for us to comply with applicable laws. To opt-out please email Ethics.Compliance@apollogrp.edu.

Internet Technologies Used

Cookies, web beacons and other relevant internet technologies are used on our Sites to allow us to accomplish the uses set out above as well as to deliver Sites messaging and to keep track of your Information. These small pieces of program code reside in your computer and browser and can be removed. If you desire to remove such technologies you may do so, but this may render our Sites unusable to you. You can opt out of cookies or the other internet technologies used by disabling these features in your browser program. Consult your browser’s Help menu for assistance in changing cookie settings or removing cookie files.

Children’s Privacy

We are very sensitive to the issue of children’s privacy. Our Sites are neither developed for, nor directed at children under 13. If you believe your child has provided us with Personal Information, or registered at one of our Sites and would like to have this Information removed, please visit http://awhpsmmta01.universityofphoenix.com/webdocs/UnsubscribeEmail.html.

Site Hosting and Links from Our Sites to Other Websites

Some of our Sites may be hosted by our Business Associates or contain links to external websites hosted by Educational Partners and Unrelated Entities. When you access these Sites or external websites, the providers of the websites may have access to your Personal Information and may apply their own policies on how your Personal Information is used. Please make sure to read the policies of any sites you visit on the internet carefully. Please be aware that we are not responsible for the privacy practices or the content of any sites or external websites that we do not control directly and the collection, use and disclosure of Information about you by Educational Partners, Business Associates and Unrelated Entities will be subject to the policies applicable on those other sites or external websites.
Privacy Policy Changes
University of Phoenix may update this Privacy Policy or revise it from time to time. If you are concerned about how your Personal Information is used or disclosed you should contact us as described below or check back at this Site periodically to obtain a current copy of this Privacy Policy. We urge you to review this Privacy Policy frequently to obtain the current version. Your continued provision of Personal Information or use of our services following any changes to this Privacy Policy constitutes your acceptance of such changes. If we intend to use Information that personally identifies you in a manner materially different from what we stated at the time it was collected, we will attempt to notify you at least 30 days in advance. You will be given a choice as to whether or not previously provided Information may be used in a new way.

How to Access Your Information and Contact Us
If you want access to or wish to update any of your Personal Information or have any questions about our privacy practices, please contact our Chief Ethics and Compliance Officer at Ethics.Compliance@apollogrp.edu or Apollo Group, Inc.
Attn: Chief Ethics & Compliance Officer
4025 S. Riverpoint Parkway

FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS

General Requirements
General eligibility requirements for financial aid are as follows:
- Student must be a U.S. citizen or eligible noncitizen
- Student must be enrolled in an eligible program
- Student cannot also be enrolled in elementary or secondary school
- Student must have a high school diploma or general educational development (GED) credential
- Student must make satisfactory academic progress (SAP)
- Student must meet enrollment status requirements
- Student must have resolved any drug conviction issue
- Student must have timely registered for Selective Service, if required by law.
- Submit a current award year Free Application for Federal Student Aid (FAFSA)

For additional eligibility requirements go to http://www.phoenix.edu/tuition_and_financial_options/financial_options/financial-aid-options-non-citizens.html

Federal Grant Programs

Federal Pell Grant
A Federal Pell Grant is awarded based on financial need for each student. Need is primarily based on adjusted gross income (AGI) and family size. Other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the University receives and processes an Institutional Student Information Record (ISIR) from the U.S. Department of Education.
Pell Grants are awarded only to undergraduate students who have not earned a bachelor’s or professional degree. The maximum Pell Grant for the 2011-2012 award year is $5,550.

Survivors of Servicemembers Grant
Effective for the 2009-2010 award year, students who have a Pell Grant eligible expected family contribution (EFC) may be eligible for the Survivors of Servicemembers Grant. Student will be treated as a student who has a zero EFC and will be awarded the maximum Federal Pell Grant. The maximum annual award for each student will be $5,550. The minimum FSEOG amount is $100. This amount is disbursed equally in two payment periods within the award year. Students will be awarded FSEOG based on the availability of funds at the University. The University cannot guarantee every eligible student will receive a FSEOG award.

Iraq and Afghanistan Service Grant
Effective for the 2010-2011 award year, students who do not have a Pell Grant eligible expected family contribution (EFC) may be eligible for the Iraq and Afghanistan Service Grant (IASG), equal to the maximum Federal Pell Grant award for the award year, if the following criteria apply and is otherwise eligible:
- Parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001
- Student must be less than 24 years old or was enrolled in a postsecondary program, at least part time, at the time of the parent or guardian’s death

The amount of the IASG award is the same as the maximum Pell Grant for the award year, adjusted for enrollment status and cost of attendance (COA). All other federal financial aid will be awarded based on the student’s calculated EFC of the student.

Federal Supplemental Educational Opportunity Grant
The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to undergraduates having exceptional financial need, with priority given to Federal Pell Grant recipients with the lowest expected family contribution (EFC). The maximum annual award for each student will be $500. The minimum FSEOG amount is $100. This amount is disbursed equally in two payment periods within the award year. Students will be awarded FSEOG based on the availability of funds at the University. The University cannot guarantee every eligible student will receive a FSEOG award.

Teacher Education Assistance College of Higher Education Grant
The Teacher Education Assistance College of Higher Education (TEACH) Grant Program is a non-need based program that provides up to $4,000 per year to students who meet the following criteria:
- Enrolled in an eligible TEACH program at University
- Have a cumulative 3.25 GPA
- Sign an Agreement to Serve (ATS) and complete all counseling requirements

Grant recipients must agree to teach for at least four years within eight years of finishing a teacher preparation program and to teach high-need subjects in designated schools that serve low-income students. Recipients who do not complete the four-year teaching obligation will have the grant converted to an unsubsidized Direct Loan that must be repaid with interest from the date the loan was issued.
Federal Loan Programs

Federal Perkins Loan
The Federal Perkins Loan is a deferred payment, deferred interest loan, administered by the University, awarded to undergraduate, graduate and professional students with exceptional financial need. The maximum annual award amount for each student is $4,000. This amount is disbursed equally in two payment periods within the award year. Students are awarded based on availability of funds at the University. The University cannot guarantee every eligible student will receive a Perkins loan award. This loan is made with government funds, with a share contributed by the University.

Terms and Conditions
Students who receive a Federal Perkins Loan are subject to the terms and conditions disclosed on the Federal Perkins Loan Master Promissory Note (MPN).

An interest rate of 5 percent per annum begins to accrue and repayment begins nine months after the borrower graduates or withdraws from the University. The monthly payment amount depends on the amount of debt and length of repayment period. The minimum monthly payment is $40. This loan must be repaid to the University.

A Perkins Loan borrower is not charged any fees. However, after repayment begins, if a payment is skipped, late, or less than a full payment, a late charge can apply. If the borrower continues to not make payments as required, the borrower will pay collection costs. Under certain conditions, borrower can receive a deferment or forbearance on loan(s), as long as the loan is not in default. Further information is presented during the required Perkins Loan entrance and exit counseling process.

Federal Stafford Direct Loan Program (DL)
Loans made through this program are referred to as Direct Loans (DL). Eligible students and parents borrow directly from the U.S. Department of Education. Direct Loans include subsidized and unsubsidized loans, PLUS Loans, and Consolidation Loans. These loans are paid directly to the U.S. Department of Education. A subsidized loan is awarded based on financial need. Borrower will not be charged any interest before repayment begins or during deferment periods. The federal government subsidizes the interest during these periods.

An unsubsidized loan is not awarded based on need. Borrower will be charged interest from the time the loan is disbursed until it is paid in full. If interest is allowed to accrue while student is in school or during other periods of non-payment, it will be added to the principal amount and additional interest will be based on that higher amount. Borrower can choose to pay the interest as it accrues.

The amounts borrowed depend on student grade level and dependency status at the University.

A student whose parent cannot obtain a parent loan for undergraduate student (PLUS) loan is allowed to borrow additional unsubsidized federal Direct Stafford amounts. Student dependency status will be determined based on answers to questions on the FAFSA.

Terms and Conditions
For more information on loan terms and conditions, refer to the Borrower’s Rights and Responsibilities section of the Federal Direct Stafford/Ford Loan MPN.

After a student submits a completed MPN, an award letter is sent from the University and a disclosure statement from the lender informing the student of the types and amount of student loans awarded for the loan period. When the funds are received, the University confirms eligibility and current registered courses. Any changes and/or breaks in attendance or failure to start class as scheduled may prevent federal financial aid funds from being disbursed.

Loans are processed for an academic year, which is a minimum of 24 credits and 30 weeks of instructional time. A student can reapply for subsequent loans after successfully completing these requirements. The University will disburse federal financial aid funds in at least two disbursements. A student is eligible for the first disbursement at the beginning of the payment period and the second disbursement occurs after the midpoint of the academic year. To meet eligibility standards for second and subsequent loan disbursements, the student must successfully complete the previous credits and meet the calendar and instructional week midpoint of the loan period, as well as maintain satisfactory academic progress (AP) according to University policy. Schedule changes and/or lack of attendance may delay the timing of scheduled disbursements.

Federal Stafford Direct Parent Loan for Undergraduate Student
If a student is a dependent undergraduate student, a parent may apply for a Federal Stafford Direct Parent Loan for Undergraduate Student (PLUS) loan to assist with the educational expenses of a student. The application process includes completion and submission of a PLUS loan application by the parent(s). The application process is completed through the Federal Stafford Direct Loan Program. This loan is based on credit worthiness as determined by the U.S. Department of Education.

The yearly limit is equal to the cost of attendance (COA) minus any other financial aid received. Interest is charged on the loan from the date first disbursement is made until the loan is paid in full. The parent borrower has the option to begin repayment either within 60 days from date loan is fully disbursed or wait six months after the dependent student (on whose behalf the parent borrowed) ceases to be enrolled at least half-time basis.

Parents have the option of deferring repayment on Parent PLUS loans while the undergraduate student (on whose behalf the parent borrowed) is in school and for a six-month grace period after the student graduates or drops below full-time enrollment. This change is effective for Parent PLUS loans first disbursed on or after July 1, 2008. Payments can also be deferred if the parent(s) themselves are enrolled in college. The parent(s) will need to submit an application for an in-school deferment.

Before the deferment option on the Parent PLUS loan was added on July 1, 2008, some lenders allowed parents to defer payments on the PLUS loan while the student is in school by granting one of several types of forbearances. In each case the forbearance allows a full or partial suspension of payments for up to one year at a time. The discretionary forbearance can be renewed each year; the economic hardship deferment and excess debt burden forbearances each have a three-year time limit. The deferments and forbearances are still available for all Parent PLUS loans.

Note: Interest on the Parent PLUS loan is not subsidized and continues to accrue while deferred or in forbearance and is capitalized when the loan enters repayment.
Terms and Conditions

Students whose parents receive a PLUS loan are subject to the terms and conditions disclosed on the Federal Stafford Direct PLUS Loan Application and MPN.

Federal Stafford Direct PLUS Loan Program

Graduate and professional students are now eligible to borrow under the Federal Stafford Direct Loan Program. Graduate and professional students can borrow an amount up to the cost of attendance (COA) minus other financial assistance. The terms and conditions applicable to parent PLUS loans also apply to graduate PLUS loans.

Applicants are required to complete the Free Application for Federal Student Aid (FAFSA) and are given an opportunity to request the maximum eligibility under the Federal Stafford Direct Loan Program before applying for a graduate PLUS loan.

Terms and Conditions

Students who receive a graduate PLUS loan are subject to the terms and conditions disclosed on the Federal Stafford Direct PLUS Loan Application and MPN.

Education Loan Interest Rates

All Direct Loan and FFEL Program loans with a first disbursement date that is on or after July 1, 2006 have fixed interest rates that will remain the same throughout the life of the loan.

Loans that were first disbursed before July 1, 2006 have variable interest rates that are adjusted each year on July 1. For subsidized and unsubsidized loans first disbursed before July 1, 2006, the variable interest rate will never be more than 8.25%. For PLUS loans first disbursed before July 1, 2006, the variable interest rate will never be more than 9.00%.

Fixed Rates:

Direct Loan and FFEL Program Loans First Disbursed on/after July 1, 2006

Note: Effective July 1, 2010, the only loans that can be made are Direct Loans.

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<tr>
<th>LOAN TYPE</th>
<th>Fixed Rate for Loans First Disbursed Between July 1, 2010 and June 30, 2011</th>
<th>Fixed Rate for Loans First Disbursed Between July 1, 2011 and June 30, 2012</th>
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<td>Subsidized Loans for undergraduate students</td>
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Fixed Rate for Loans First Disbursed on or after July 1, 2006

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<td>Subsidized and Unsubsidized Loans</td>
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<td>In-school, Grace, or Deferment</td>
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PLUS Loans

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<th>LOAN STATUS</th>
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<th>For the Period July 1, 2011 to June 30, 2012</th>
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<td>PLUS Loans</td>
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</tbody>
</table>
Notes: Interest rates on Stafford and PLUS loans first disbursed before July 1, 1998 are calculated using different statutory formulas, percentage add-ons, or both. Generally, interest rates on Consolidation Loans are fixed rates calculated based on the weighted average of the loans being consolidated rounded up to the next higher 1/8 of one percent, not to exceed 8.25 percent.

To access information on your federal loans, go to www.nslds.ed.gov. Interest rate on a borrower’s loan may be changed to 6.0 percent during the borrower’s active duty military service. Additionally, this law applies to borrowers in military service as of August 14, 2008. Borrower must contact the creditor, or loan holder, in writing to request the interest rate adjustment and provide a copy of the borrower’s military orders.

**Loan Payment Calculator**

Loan Payment Calculators may be used by students or potential students to calculate monthly payments under the standard and extended repayment plans, www.finaid.org/calculators/loanpayments.phtml or www2.ed.gov/offices/OSFAP/dentloans.gov/myDirectLoan/index.action, before a borrower takes out a loan. Entrance counseling generally includes the following:

- An explanation of the use of a master promissory note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions.

**Exit Counseling**

The University ensures loan exit counseling is conducted online at the U.S. Department of Education website, https://studentloans.gov/myDirectLoan/index.action, before a borrower takes out a loan. Entrance counseling generally includes the following:

- An explanation of the use of a MPN
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

**Perkins Loan Counseling**

The University ensures Perkins loan counseling is conducted online at the Mapping Your Future website, http://mappingyourfuture.org/osic/. Perkins loan counseling generally includes the following:

- Importance of repayment obligation
- Explanation of repayment terms
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

**TEACH Grant Counseling**

The University ensures initial and subsequent Teacher Education Assistance College of Higher Education (TEACH) Grant counseling is conducted online at the TEACH Grant website, https://teach-ats.ed.gov/ats/index.action. TEACH Grant counseling generally includes the following:

- TEACH Grant Program and service obligations
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

**Student Financial Aid Rights and Responsibilities**

Students receiving federal financial aid have varying rights and responsibilities. In accordance with the Borrower’s Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrigh.pdf, attached to the Master Promissory Note (MPN) the student has the right to the following:

- Written information on loan obligations and information on rights and responsibilities as a borrower
- A copy of the MPN, either before or at the time loan is disbursed
- A grace period and an explanation of what this means
- Notification, if in grace period or repayment, no later than 45 days after a lender assigns, sells or transfers the loan to another lender
- A disclosure statement, received before repayment begins, that includes information about interest rates, fees, the balance owed, and a loan repayment schedule
- Deferment or forbearance of repayment for certain defined periods, if qualified and requested
- Prepayment of loan in whole or in part anytime without an early-repayment penalty
- Documentation that loan is paid in full

In accordance with the Borrower’s Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrigh.pdf, attached to the Master Promissory Note (MPN) the student has the responsibility for the following:

- Completing exit counseling before leaving school
- Repaying loan according to repayment schedule even if not completed academic program, dissatisfied with the education received, or unable to find employment after graduation.
- Notifying lender or loan servicer if:
  - Move or change my address
  - Change telephone number
  - Change name
  - Change SSN
  - Change employers, employer’s address or telephone number changes
- Make monthly payments on loan after grace period ends, unless a deferment or forbearance

**Student Loan Code of Conduct**

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements.
The Student Loan Code of Conduct creates and maintains uniform student loan practices that focus on the best interest of the student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://cdn-static.phoenix.edu/content/dam/altcloud/doc/tuition/Student-Loan-Code-of-Conduct.pdf, to learn about loan regulations.

Students should contact the University by email at PLL@phoenix.edu with any questions about the information in this document.

**Statement of Educational Purpose**

The parent or student signing a Free Application for Federal Student Aid (FASFA) certifies that (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time. The parent or student, signing the Free Application for Federal Student Aid (FASFA) agrees, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies. If you sign any document related to the federal student aid programs electronically using a Personal Identification Number (PIN), you certify that you are the person identified by the PIN and have not disclosed that PIN to anyone else. If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both.

**Referrals to the Office of Inspector General**

University of Phoenix is required by law to make referrals to the Office of Inspector General of any cases of suspected fraud and abuse involving the federal financial aid programs.

**State Grants**

The actual amount of state grants awarded to any student is contingent on availability of funds. The University cannot guarantee any funding from the state grant sources listed as the list is subject to change without notice based upon changes in state law or regulation and/or University participation. Where a work or other requirement is included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirement.

**Institutional Grants**

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students.

**Thinking Ahead Grant**

The Thinking Ahead Grant is directed toward new students with an expected family contribution (EFC) of $12,500 or less and has a minimum unmet need of $200. The grant award is applied to unmet direct costs, not to exceed $1,500 per award year, of a bachelor's degree program for students maintaining continuous enrollment. Eligibility is reviewed and determined after federal financial aid certification.

**Institutional Scholarships**

The Center for Scholarship Excellence (CSE) is a department of University of Phoenix. The CSE is committed to assisting with financial support through institutional and external scholarship programs. The CSE encourages students to borrow responsibly as they work towards their educational goals.

University of Phoenix has a comprehensive scholarship website at http://phoenix.edu/scholarships to meet the needs of our students. This website features scholarships offered by University of Phoenix, scholarship resources, tips, suggestions, articles, external scholarship search engine and much more.

Institutional scholarships are just one type of scholarship. University of Phoenix funds institutional scholarships. The CSE creates and manages them. The University often partners with nonprofit organizations to promote scholarship programs. These scholarships are available to potential students, current students or alumni.

Private outside entities fund external scholarships. Many are available to University of Phoenix students and the general population. Depending on the external scholarship requirements, student eligibility may be need-based, merit-based or credit-based. The CSE will evaluate external scholarship programs, determine applicability to the University student populations, and will communicate these opportunities to students and campuses.

The website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

**Private Student Loans**

Private student loans are available to students who are not eligible for federal financial aid loans or who need assistance beyond their financial aid eligibility. These loans are made privately through banks and other financial institutions and are subject to a credit check and individual lender terms. Eligibility is determined by the lender and amounts are limited to the cost of education minus other aid. These loans are not subsidized or guaranteed by the federal government. Private loans should only be considered after applying for federal financial aid. Contact the lender for specific terms and conditions.

To assist with finding the right lender for a private loan, visit the Student Lending Analytics website, www.studentlendinganalytics.com/alternative_loan_options.html.

Student Lending Analytics has developed a list of private loan options to serve schools and their students who need a focused resource for help in finding a private student loan.

A student may choose any eligible lender; the University will process the request accordingly.
Application Process

The following documentation is required:

• MyApply application process at https://myapply.phoenix.edu/Apply/Login.aspx
• Student Financial Agreement Form
• Authorization to Apply to Future Charges form if, and only if, a student chooses this option

Federal Financial Aid Application Process

A student can apply for federal financial aid after submitting an application for admission to the local campus or via MyApply and registering for courses in an eligible degree program. During the application process, the following forms may be completed for federal financial aid grants and loans:

• University of Phoenix Financial Aid Application
• Current award year Free Application for Federal Student Aid (FAFSA)
• Federal Stafford Direct Loan Master Promissory Note (MPN)
• Entrance Counseling

The average processing time for financial aid awards is 90 days. The University highly recommends using the online financial aid application process at https://faw.phoenix.edu. This process allows a student to complete and electronically sign required student financial aid documents, including the FAFSA.

Students qualifying for financial aid may apply for a new award each academic year (the period of time a student successfully completes a minimum of 24 credit hours and 30 weeks of instructional time). Therefore, the student may have eligibility assessed for grants or loans several times during a program of study. A student should reapply for financial aid prior to the start of each new academic year.

For more information on federal financial aid eligibility go to http://www.phoenix.edu/tuition_and_financial_options/financial_options/financial-aid-options-non-citizens.html

Reapplication Process

The University notifies students when new award year paperwork is required, provided the student is considered enrolled. Returning students may be proactive and submit completed paperwork.

Cancellation of Federal Financial Aid

The student or parent must inform the University if all or a portion of federal financial aid funds are to be canceled. The student or parent must submit a signed and dated statement; or complete a Financial Aid Cancellation form; or complete Financial Aid Change form, located on the financial aid website (FAW), https://faw.phoenix.edu/.

The University may return the loan funds, cancel the loan, or do both, provided that the cancellation request is received within the required timeframes. If the University receives a student or parent request for cancellation after these dates, the University may, but is not required to, honor the request. Regardless of when the request is received, the University informs the student or parent in writing of the outcome of the request.

When processing a loan cancellation request, the University must return the funds (if received) and/or cancel the loan, or do both as appropriate. The University is not responsible for returning any portion of a loan that was disbursed to a student or parent directly before the request for cancellation was received.

Verification

A federal financial aid student may be chosen to participate in the verification process by the U.S. Department of Education Central Processing System, following procedures established by federal regulations. Central Processing System prints an asterisk next to the expected family contribution (EFC) on the ISIR, Student Aid Report (SAR), or SAR Acknowledgement to identify students selected for verification.

If a student is selected for verification, the University will request a copy of tax returns signed by the student and, if applicable, a student's parent or parents or spouse, and a verification worksheet. Additional documents may be requested by the University to complete the application process. A student will receive written notification from the University of verification requirements and the timelines for completion of the process.

Failure to comply with request for verification documents can result in disqualification for federal financial aid.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using Professional Judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

The University will complete Verification before exercising professional judgment.
**Satisfactory Academic Progress**

**Satisfactory Academic Progress for Federal Financial Aid**

Financial aid satisfactory academic progress (SAP) is based on federal regulations and is intended to provide early intervention for students facing academic challenges and help students successfully complete their program of study.

**Evaluation**

The University evaluates SAP for the student’s primary program of study, based on a completed payment period (generally, at least 12 credit hours and 15 weeks of instruction).

**Grade Point Average (GPA)**

A cumulative program GPA is calculated using only grades earned at the University for the student’s primary program of study.

**Pace of Completion (Pace)**

Students must earn at least 67 percent of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward students’ primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion. The pace of completion is calculated using the following formula:

\[
\text{Pace of Completion} = \frac{\text{Cumulative number of credit hours successfully completed}}{\text{Cumulative number of credit hours the student attempted}}
\]

**Maximum Time Frame**

The maximum timeframe to complete the program cannot exceed 150 percent of the published length of a program, measured in credit hours attempted, for undergraduate and graduate students. Progress is evaluated cumulatively for students’ primary program of study, at the end of each completed payment period.

**Reestablishing Academic Progress**

Students on a financial aid warning (FW) status can retain eligibility by meeting all three of the financial aid SAP components defined above by the end of the FW payment period. The University will disburse federal financial aid funds to students with an FW status for one payment period.

Students placed on FD status are not eligible for federal financial aid but may be eligible to appeal this status for consideration of significant extenuating circumstances.

The University will notify students when their financial aid status changes.

**Regular (RG)**

Students meeting all three of the financial aid SAP components defined above have regular (RG) financial aid status and are eligible for federal financial aid.

**Financial Aid Warning (FW)**

Students who do not meet all three of the financial aid SAP components (defined above) at the end of the next completed payment period, are not eligible for additional federal financial aid and will be placed on financial aid disqualification (FD) status.

Financial Aid Disqualification (FD)

Students placed on FD status are not eligible for federal financial aid but may be eligible to appeal this status for consideration of significant extenuating circumstances.

Financial Aid Probation (FP)

Students who successfully appeal an FD status are placed on financial aid probation (FP) status. The University will disburse federal financial aid funds to students with an FP status for one probationary payment period, provided that all other eligibility requirements are met. The University will notify students when their financial aid status changes.

**Financial Aid Disqualification (FD)**

Students on financial aid warning (FW) status who do not meet all three of the financial aid SAP components (defined above) at the end of the next completed payment period, are not eligible for additional federal financial aid and will be placed on financial aid disqualification (FD) status.

Students placed on FD status are not eligible for federal financial aid but may be eligible to appeal this status for consideration of significant extenuating circumstances.

**Financial Aid Probation (FP)**

Students who successfully appeal an FD status are placed on financial aid probation (FP) status. The University will disburse federal financial aid funds to students with an FP status for one probationary payment period, provided that all other eligibility requirements are met. The University will notify students when their financial aid status changes.
Federal Financial Aid Appeals

Students placed on financial aid disqualification (FD) status may appeal the disqualification to regain eligibility for federal financial aid, if there are extenuating circumstances. Through the financial aid SAP appeal process, federal financial aid reinstatement may be possible if the appeal is approved and the student is placed on financial aid probation (FP) status.

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<th>Status</th>
<th>What to do</th>
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| Financial Aid Disqualification (FD) | **It is highly recommended students contact their finance advisor prior to submitting an appeal.** The finance advisor will be able to answer questions and provide specific time-frames for SAP appeals. **Submit an appeal packet, along with supporting documentation directly to the PJ fax line at 877-290-8683. The packet must include:**

  - Professional Judgment SAP appeal template, hand signed and dated. (The SAP appeal template can be found at www.faw.phoenix.edu or by contacting your campus advisor.)
  - A detailed explanation and timeline corresponding to courses in which SAP standards were not met and how the situation has been resolved.
  - Supporting documents for all issues mentioned in statement.
  - Provide a statement explaining, in detail, the steps that will be taken and resources that will be used to ensure remaining courses are successfully completed. Approval and/or reinstatement of financial aid eligibility is not guaranteed.

  The Professional Judgment Team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the Professional Judgment Team are final.

The University allows students a maximum of two approved appeals during enrollment at the University. The appeals cannot be consecutive and will only be considered if significant extenuating circumstances exist.

If the appeal is approved the student is placed on financial aid probation (FP) status and eligible for federal financial aid for one additional payment period.

- The University will disburse federal financial aid funds to students on financial aid probation (FP) status for one payment period, provided all other eligibility requirements are met.
- The student must meet University financial aid SAP standards at the end of the subsequent payment period to maintain federal financial aid eligibility.

Cost of Attendance Policy

A student’s cost of attendance (COA) is established for use in calculating amounts of federal financial aid awards and packaging aid. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each component annually, referencing the College Board website, http://professionals.collegeboard.com/higher-ed, the National Retail Federation Survey and reviewing actual institutional data. If an annual adjustment is deemed nominal at 5 percent or less, the University may opt to maintain the COA used in the prior award year.

The average monthly living expense, electronic course materials and book estimates used in the federal cost of attendance (COA) are as follows:

- **Living Expense**
  - Campus $1,327.00
  - Online $1,088.00

- **Electronic Course Material**
  - Associates $74.00
  - Undergraduate $75.00
  - Master $76.00
  - Doctoral $87.00

Contact a local campus for detailed information regarding actual tuition and fee information.

Policy

The University uses an average monthly cost of living expense based on the following:

- Nine months for associates degree-seeking students
- Ten months for bachelor’s degree-seeking students
- Twelve months for graduate students

The University’s COA is made up of the following components:

- **Tuition**
  Average tuition rates are obtained annually for Online campus programs and local campus programs at each degree level. The tuition expense for the COA is an average based on modality and degree level. The University documents how averages are calculated and makes this information available upon request. If a student’s period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

- **Electronic Course Materials and Books**
  The University charges a flat fee for each enrolled course, for the period of enrollment.

- **Living Expense**
  - Housing
  - Transportation excluding Online students
  - Miscellaneous

The monthly living expense component is based on an average between moderate and low, as published by the College Board. This average is used to calculate a monthly living expense amount used for students of all regions and states. The monthly living expense is then multiplied by the months in the loan period, based on degree level. Students receiving military housing assistance will have a reduction in living expenses in the amount of the housing allowance.
Remaining Periods
Remaining periods of enrollment will be prorated if the loan period contains less than 24 credit hours. Proration is calculated by dividing the number of remaining instructional weeks by four, rounding up that result, and multiplying it by the monthly living expense amount.

The COA will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees
The University calculates an average loan fee as one of the components in the COA by performing a separate calculation for undergraduate and graduate students.

School Supplies
The University computes an average supply fee by reviewing the National Retail Federation Survey; designed to gauge consumer behavior and shopping trends related to back-to-college spending. This documentation is available for review, upon request.

Tribal Budget
The University prepares a separate tribal budget for students who receive tribal funding. The tribal budget consists of actual tuition rates for the tuition component and may include a child or dependent care average component obtained from the National Association of Childcare Resource and Referral Agency (NACCRRA). The University averages each childcare type for weekly and hourly cost for each state. Documentation is available for review, upon request.

Leave of Absence

Leave of Absence for Federal Financial Aid
A leave of absence (LOA) is a temporary interruption in a student’s program of study, whether necessitated by a planned or an unanticipated event or circumstance. An approved LOA is not required if a student is not in attendance only for a scheduled break. However, a scheduled break may occur during an approved LOA.

An LOA must meet certain conditions to be approved. An LOA may be approved if the University determines that the LOA Request meets all requirements and conditions of the University policy and federal regulations (34 CFR 668.22(d)), including that there exists a reasonable expectation the student will return to the University at the end of the LOA period. Students must follow this LOA Policy when requesting the LOA. If an LOA does not meet the requirements and conditions of University policy and applicable federal regulations, the student may be withdrawn from the University in accordance with the University’s withdrawal policy. Upon withdrawal, the University is required to perform a Return of Title IV (R2T4) Calculation.

Generally, the student must submit an LOA request and any supporting documentation on or before the start of the LOA. However, if unforeseen circumstances prevent the student from providing a prior written request for the LOA, the University may grant the LOA request, if appropriate.

Leave of Absence Request Form
Provide to the campus finance advisor a completed, signed, and dated LOA Request Form on or before the start of the requested LOA. The LOA Request Form is available for download from the Financial Aid Website (FAW), https://faw.phoenix.edu/

Written Request
Provide to the campus finance advisor a written, signed, and dated request, on or before the start of the requested LOA, including the reason for the LOA.

Unofficial Withdrawal
If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the return calculation being performed, the student will be placed on an approved LOA. However, if the student is an unofficial withdrawal and the campus does not document the reason prior the calculation being performed, the student will be considered an unofficial withdrawal.

Length
Length of an LOA is the number of days between the LOA start date and the LOA reentry date. The first day of the initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA is the first date the student was unable to attend class because of the unforeseen circumstance.

Extension
The student may request an LOA extension if the request is made before the scheduled reentry date. An extension request must be written, signed and dated and provided to the campus finance advisor on or before the scheduled reentry date. The student must demonstrate good cause for an LOA extension. Apollo Financial Aid (AFA) will make the final determination on any LOA extension request.
Disbursements
The University may disburse Pell, FSEOG, and Perkins loan funds to a student on an LOA. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Coursework
The University will allow students returning from an LOA to complete coursework started prior to the LOA with no additional charges.

Failure to Return
A student who is granted an approved LOA remains in an in-school status for federal financial aid repayment purposes. However, if a student on an approved LOA fails to return, the University must report the student’s change in enrollment status to loan holders as of the withdrawal date.

A possible consequence of not returning from an LOA is that a student’s grace period for a federal financial aid loan program might be exhausted in whole or in part. Therefore, before the University will grant an LOA for a student who is receiving federal financial aid, HEA program loan recipient, the student must acknowledge possible consequences for failure to return at the end of an LOA, including the possible exhaustion of all or part of the student’s grace period.

Terms and Conditions

Prior Loan Deferments
If a student is registered and attending classes at the University, a student may have federal financial aid loans from previous colleges deferred. Deferment forms can be obtained from the lender if the loan is from another school. All deferment forms must be returned to the Student Finance Advisor, who will forward the forms to University Services in Phoenix, Arizona, for processing to the holder of the student’s loan. The loan holder makes the final determination of granting a student’s deferment request.

Students receiving federal financial aid funds may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field on community service.

Borrowers must formally request a deferment through the procedures established by the holder of their loan or loans. Detailed information regarding deferments may be viewed at www.studentaid.ed.gov or www2.ed.gov/offices/OSFAP/DirectLoan/postpone.html.

Receiving a deferment is not automatic; therefore, a student or a student’s parent must apply for it.

Loan Consolidation
A consolidation loan may help make payments more manageable by combining several federal student loans into one loan with one monthly payment.

A student will need to apply for a loan consolidation and choose a repayment plan. Repayment plans include the following: standard, extended, graduated, income-contingent for direct loans, income-sensitive for Federal Family Education Loan (FFEL), or income-based.


Loan Forgiveness Information
Under certain circumstances, the federal government will cancel all or part of an educational loan. To qualify, a student must complete at least one the following:
• Perform volunteer work
• Perform military service
• Teach or practice medicine in certain types of communities
• Meet other criteria specified by the forgiveness program


Application of Funds
The University will only apply federal financial aid funds to allowable charges. Allowable charges are defined as tuition (including Direct Study and state sales tax), electronic course materials, and California Student Tuition Recovery Fund (STRF) Assessment Fee (if applicable).

Federal financial aid and state assistance funds are retained at the time of disbursement to pay allowable charges owed the University because of monies returned to the student or parent, or returned to the federal financial aid or state assistance program.

Authorization to Apply Financial Aid Funds
The University applies federal financial aid funds to a student account for current tuition, electronic course material, and directed study fees including state sales tax for the payment period and prior year charges up to $200.

If a student authorized the University, through completion of the Authorization to Apply to Future Charges form during the financial aid application process, the University also retains federal financial aid funds for unpaid estimated future charges owed to the University for the loan period/academic year. Future charges are defined as allowable charges that have not been charged to a student account.

If a student is eligible to receive any remaining funds for the payment period, the credit balance funds are returned to the student in a living expenses check. At that time, the student is notified of the disposition of funds the University retained. Total processing time is approximately two weeks from date the University receives funds from the lender.

The University will not require or coerce the authorization and will notify the student or parent they may cancel or modify the authorization at any time. If the student or parent chooses to cancel or modify the authorization, the cancellation or modification is not retroactive. Funds retained for incurred allowable charges and prior year charges retained prior to the University receiving the authorized cancellation will remain on account. If modifications have been requested, subsequent disbursements will be processed according to remaining authorizations.

There are three options to notify the University regarding Authorization to Apply to Future Charges form:
• Initial notification on financial aid website (FAW), https://faw.phoenix.edu/
• The student is prompted to answer authorization to apply funds questions when completing the financial aid application process.
• When a student electronically signs and submits the Authorization to Apply to Future Charges form, they no longer have access to make corrections on the FAW for that award year.
• Update or Change Authorization to Apply to Future Charges
  • If a student or parent wants to update original authorization to apply funds, they can submit signed and dated statement outlining any changes to the Authorization to Apply to Future Charges form at any time. Student completes and faxes to AFA for processing. A submitted update is only in effect for future disbursements and the authorizations are retroactive.
• Signed statement
  • The University will accept a signed statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
  • AFA processes the request accordingly.
  • A submitted update is only in effect for future disbursements and authorizations are not retroactive.

Federal Financial Aid Credit Balance
Whenever the University credits federal financial aid funds to a student's account, and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs. The order in which funds are credited does not matter. The University will pay the excess federal financial aid funds directly to the student as soon as possible, but no later than 14 days after the balance occurred on the student's account. The University will not require a student to take any actions to obtain his or her credit balance.

Timeline to Issue a Federal Financial Aid Credit Balance
If there is no authorization on file, excess funds will be issued by the University to the student within 14 days of the date that funds are disbursed (applied to the student's account, or in the case of a check, the date that the check is signed by the student or parent. If the student or parent cancels their authorization to retain excess funds, the University will return any federal financial aid funds on account to the student or parent within 14 calendar days of receiving the request for cancellation. The cancellation request or modification is not retroactive and it takes effect on the date the University receives it from the student/parent.

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher
Pell eligible students with a federal financial aid credit balance that meets the criteria of funds that could have been disbursed 10 days prior to the beginning of the payment period will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University. These funds will be supplied to the student in the form of a book voucher no later than the 7th day of the payment period. Students may opt out of this offer by declining the book voucher.

Treatment of Unclaimed Federal Financial Aid Credit Balance
If the University is unable to locate a student to pay a credit balance and has exhausted all possible avenues to find the student, the University will return the credit balance to the federal financial aid programs.

The University will return any unclaimed federal financial aid credit balance issued by check to the applicable federal financial aid programs no later than 240 days after the check issued date. If the funds were issued via electronic funds transfer (EFT), and subsequently rejected, the University will return the funds to the applicable federal financial aid programs no later than 45 days after the funds were returned or rejected.

Financial Aid Awarding
The law requires financial aid administrators to determine whether a student is eligible for grant programs prior to loan programs of federal student aid (FSA) to reduce the need for borrowing. The University estimates Federal Pell Grant Program eligibility as Estimated Financial Assistance (EFA) when making Campus-Based awards. Pell Grant eligibility for an undergraduate student is estimated before originating a subsidized or unsubsidized Direct loan for that student. In addition, an unsubsidized Direct Loan is not originated without first determining the need for a subsidized Direct Loan. However, if the amount of the subsidized Direct loan is $200 or less and the amount can be included as part of an unsubsidized Direct Loan, the University is not required to originate a separate subsidized loan.
For a dependent student, the University may originate a Parent PLUS and disburse Parent PLUS funds without determining the Pell Grant and subsidized Direct Loan eligibility for a student. Determining Pell eligibility is not relevant for Grad PLUS, but (unlike Parent PLUS) the University must determine a graduate/professional maximum subsidized/unsubsidized Direct loan eligibility before the student applies for PLUS.

Schedule Requirements
An academic year is defined as a minimum of 24 credits and 30 weeks of instructional time. The academic year begins with the first eligible course of a degree program and ends when a student successfully completes the credits and weeks time requirement. An academic year has no calendar time constraints and continues through periods of non-attendance that are less than 180 days until both credit and weeks requirement are met. A week of instructional time includes at least one academic related activity for federal financial aid.

Overlapping Courses
Students who overlap courses more than twice within an academic year, or associate degree students who take more than two courses concurrently, may need to complete more than 24 credits to complete 30 weeks of instructional time. In addition, the academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the campus Director of Academic Affairs. Due to overlapping courses there will be more credit hours included in the academic year, federal financial aid may not completely cover the cost of attendance and related charges.

Audits, Withdrawals, Non-Required Courses and Repeats
The law prohibits payment for auditing a course or payment for any course for which an assigned grade is not used in computing requirements for graduation. This includes repeats of grades D or better, unless a higher grade is required, withdrawals, and courses that are not applicable to the declared degree objective. This does not apply to repeats of required courses that a student has failed.
Financial Aid Disbursements

Federal
A student can receive the first disbursement of federal financial aid funds at the start of program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when they successfully complete one-half the weeks of instructional time and one-half the credit hours in the academic year, program or the remaining portion of a program more than one-half of an academic year but less than a full academic year.
First-year undergraduate borrowers will not have the first installment disbursed until 30 calendar days after the program of study academic year begins.

Disbursement for Books and Supplies
Pell eligible students who have completed all student eligibility requirements 10 days prior to the start of the academic year/payment period and will have a federal financial aid credit balance may request to use Pell funds to purchase books and supplies. The student will be provided with the lesser of the credit balance or amount needed for the books and supplies as determined by the University by the 7th day of the payment period.
The credit balance will be provided as a book voucher. Students receiving funds through this method do not need to provide written authorization and may opt out of receiving a book voucher. If a student opts out of receiving the voucher, the credit balance will be sent to them approximately two weeks after all federal financial aid funds have been disbursed.

State
Term based or payment period disbursements are determined by each state. Payment periods are paid in installments during the course of a program of study to help meet the cost in each payment period. The payment period determines when funds are disbursed and the exact amount to be disbursed. The regulations provide a separate payment period definition for each type of academic programs. Programs that measure progress in credit hours and have academic terms, for credit-hour term programs, the payment period is the term.
In the case of programs that measure progress in credits without academic terms, the school is required to either divide the program’s academic year, program or portion of a program into payment periods.

Attendance

Students must be considered enrolled and attending the University to maintain federal financial aid eligibility.

Class Attendance
Attendance at class meetings is required. Students are responsible for scheduling and planning ahead for any absences that may occur during a course to the extent possible.

Online Campus College of University of Phoenix: In order to be in attendance during a week, a student must post at least one message to any of the course forums on two separate days during the online week. Deadlines for attendance are based on Mountain Standard Time (MST). Attendance is tracked automatically in all Online courses.
In classes at the Online campus, a class “session” is defined as 12:00 a.m. (MST) Tuesday to 11:59 p.m. (MST) the following Monday. If a student posts a message to a class newsgroup on any two days during that week, the student is in attendance for that class session.

Local Campus: Most local campus classes meet four (4) hours per week. Student/learners are in attendance at the local campus workshops if they physically attend the local campus workshop meeting at any time during the scheduled class and sign the attendance roster. Attendance at the scheduled campus class meetings is mandatory.

Directed Study: Attendance in Directed Study courses is tracked in the same manner for both the local campus and online modalities. A Directed Study student/learner receives automatic attendance for a class week if she or he posts one (1) message to any of the course forums during the scheduled class week. Deadlines for attendance are based on Mountain Standard Time.
FlexNet®: FlexNet® student/learners are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during online class weeks if they post to any of the class forums on two separate days based on Mountain Standard Time within the online class week. Attendance for the online weeks of a FlexNet® course is tracked automatically.

School of Advanced Studies: In order to be in attendance during a week, a student/learner must post at least one (1) message to any of the course forums on two separate days during the online week. Deadlines for attendance are based on Mountain Standard Time. Dissertation courses (i.e. DOC 722, DOC 733, etc) only require one post per week in any of the course forums to remain in attendance. Messages posted in all class forums should contribute to a student’s academic experience and count as Academically Related Activity. Residency courses require daily sign-in to confirm attendance. Posting to the residency forum is not required for attendance. Deadlines for attendance are based on Mountain Standard Time. Attendance is mandatory in all University courses; however, circumstances do occasionally arise which prevent a student from attending class. The University’s unexcused absence policy allows unexcused absence(s) to be granted based on the number of workshops within a course (refer to the chart below). An unexcused absence may affect the final course grade due to the missed opportunity to earn participation points. Unexcused absences will result in an automatic withdrawal (W) grade if students miss more than the maximum allowed absences.
Refer to the chart below:

<table>
<thead>
<tr>
<th># of workshops</th>
<th>Allowed Absences</th>
<th>Absences resulting in withdrawal (W) grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9 (Associates)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10-50+</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Faculty requests for a withdrawal/failing (WF) grade will be approved for extenuating circumstances only and will be administered by the Registrar’s Office. Requests should be submitted to the Registrar’s Office by sending the approved Official Grade/Attendance Change Form.

Academically Related Activities (ARA)

To maintain continuous attendance and financial aid eligibility, the following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities. Academically Related Activities (ARAs) determine a student’s enrollment status with the University, as well as within a course.

For Online/Directed Study Students:
- All OLS Postings in a course (includes discussions, assignments, and quizzes, learning team activities)

For Local Campus Students:
- Physical Attendance; verified by a signed attendance roster
- Assignments posted via the assignment link
- Learning Team Acknowledgements via assignment link
- Maintain continuous enrollment by ensuring no more than 14 days elapse between posting attendance at an academically related activity (ARA).

For Local Campus Students:
- Physical Attendance: verified by a signed attendance roster
- Assignments posted via the assignment link
- Learning Team Acknowledgements via assignment link

FlexNet® Courses:
- Online Learning System (OLS) posts occurring during Online workshop week will be counted as an academic related activity

School of Advanced Study Students:
- Messages posted in all class forums, physical attendance, submitting assignments via the Assignments link, and acknowledging participation in the completion of the learning team deliverable all count as Academic Related Activities.

Financial Policies and Procedures

Finance Plans

Cash Plan
The Cash Plan requires all tuition and electronic course materials fees to be paid in full prior to the start of each course.

Federal Financial Aid Plan
The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition in an eligible degree or a certificate program.

Military or Government Billing Plan
Under the Military or Government Billing Plan, University of Phoenix directly bills the military or other government agency for a student’s tuition.

Third-Party Billing Plan
Under the Third-Party Billing Plan, University of Phoenix directly bills an approved employer for a student’s tuition.

Tuition Deferral Plan
The Tuition Deferral Plan is available for students whose employers offer to repay some or all of their employees’ tuition. The plan is also available to students receiving benefits from the U.S. Department of Veterans Affairs.

Supplemental Funding

Private Student Loans
Private student loans are credit-based funding source provided by outside, nonfederal lenders to pay for the cost of attendance not covered by any other financial aid. Private student loans are credit-based funding source provided by outside, non-federal lenders. Eligibility and terms and conditions are determined by the lender.

Tribal Funding
Several American Indian tribal nations provide funding for the tuition of a student who is a recognized member. Learn more about ways students help finance their education online at www.phoenix.edu/content/alcloud/en/ tuition_and_financial_options/tuition_and_fees.html.

Payment Policies

Tuition for each course must be paid according to the terms and conditions outlined in the primary financial option selected on the Student Financial Agreement form. Students who do not comply with the primary financial option term will not be allowed to attend classes.

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made.

All applicable fees are due and payable as incurred. Electronic course material and books for each course must be paid at the time they are ordered or in accordance with a student’s stated payment option. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded.

All costs of collection, court costs and reasonable attorneys’ fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decision to defer tuition payment or to assist in collection of amounts owed.

All tuition, fees and payment policies are subject to change. Students who primarily attend a University of Phoenix campus other than University of Phoenix Online are subject to financial approval by their primary campus prior to enrolling in a course.

Processing and Late Fees

A late fee is assessed for every course for which the student’s tuition payment has not been received according to the terms of the primary financial option selected. A processing fee is charged for checks returned for any reason.

Tuition Deferral Options
Tuition and fees can be deferred up to 60 days from the start of a course if the following information is provided prior to a student’s course start date:
- A signed Tuition Reimbursement Certification and Authorization Form along with a valid credit card or debit card
- A completed Student Authorization Form
Both of these forms can be found in the Student Authorization and Agreement section of the Financial Options Guide.

Financial Options Guide
The Financial Options Guide has been updated and can be reviewed at http://cdn-static.phoenix.edu/content/dam/alcloud/tuition/financial-options-guide.pdf
Financial Obligation

The University does not impose penalties on students who are unable to meet financial obligations due to delays caused by the University.

Drop Credit Policy

The student may request a tuition credit from University of Phoenix when he or she drops a course due to extenuating circumstances.

Eligibility Requirements

If the student drops from a course and earns a W grade, the student may be eligible for a tuition credit. In a 12-month period, credit for no more than two single courses for a bachelor or higher degree, or credit for no more than two blocks in an associate degree program may be applied. The 12-month period begins on the end date of the first dropped course for which the student receives a tuition credit. If the student receives a tuition credit, the student must complete at least one course with a grade other than W or WF prior to qualifying for a second tuition credit.

Apollo Group, Inc., employees, spouses, dependents and faculty members are not eligible for the tuition credit.

Deadlines

The student must submit the request within 59 days from the end date of the dropped course. The W grade does not have to post prior to submission. The tuition credit is valid for up to 60 days from the end date of the dropped course.

Credit Amount

The tuition credit applies to the course taken immediately following the dropped course. If the amount of the credit is greater than the tuition rate of the course subsequently taken, the University will apply the remaining credit to another course. Both courses must start within 60 days from the end date of the dropped course. The student may use the credit at any University of Phoenix campus. The credit cannot be transferred to another student. No cash refunds will be given.

Veterans Educational Benefits

Students who are entitled to U.S. Department of Veterans Affairs (DVA) education benefits must make initial contact with a campus veteran affairs certifying official. A formal application for admission to the University should be completed before applying for DVA education benefits. Application for veteran education benefits shall be sent to a local campus-certifying official for submission to the DVA. Each University of Phoenix program segregated by instructional modality (classroom based or distance education), requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. DVA education benefit eligibility and payment rates vary depending on each individual's military history and educational program being pursued. Only the DVA can determine DVA education applications eligibility. For information, a student should contact a DVA representative, toll free at (888)-GI-BILL-1 (888-442-4551) or review http://www.gibill.va.gov.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base. University of Phoenix does not participate in the DVA education advanced payment program. More information about veterans' benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html. Visit the Department of Veterans Affairs website, www.gibill.va.gov, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay DVA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits. Please ensure all prior education transcripts, DD-295, DD-214, Army / American Council on Education Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine / American Council on Education Registry transcripts are submitted for evaluation in a timely manner. The student is responsible to ensure all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University Office of Admissions and Evaluation. Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

DVA Standard of Academic Progress Requirements

To receive DVA education benefits, a student must maintain satisfactory academic progress (SAP) and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation shall occur when a grade point average (GPA) falls below acceptable levels. Undergraduate degree- and certificate-seeking students must maintain a program GPA of 2.0. Graduate and doctoral students must maintain a program GPA of 3.0. Probation lasts for a period of four consecutive courses. Any coursework taken concurrently will be applied to the three consecutive course period. Veteran students will continue to receive DVA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student DVA file will record when the probationary period commenced.
Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission. The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to reestablish benefits with University of Phoenix.

Military Tuition Assistance

To obtain federal military tuition assistance, visit the education office to receive college counseling and develop an education plan. From that point, a student can submit a military Tuition Assistance request, http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html.

A student can currently receive 100 percent federal tuition assistance from military service, with a $250 cap per semester hour and a $4,500 annual limit.

If a student wants to apply the military tuition assistance, a student will need to submit a completed authorization form to a Military University Representative at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Active duty students requesting to use the Tuition Assistance Top-Up (TATU) benefit program should direct all questions or concerns to the DVA at 1-888-GI-BILL-1 (1-888-442-4551) or online at www.gibill.va.gov/. University of Phoenix VA certifying official is not involved in the processing of any TATU request.

For more information about VA Tuition Assistance and financial options, go to www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html.

Readmission of Servicemembers

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if the following criteria are met:

• The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University’s Military Division verifying that the student’s absence from the University was necessitated by service in the uniformed services.

• The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student’s eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student’s deployment paperwork or a letter from the commanding officer that includes the student’s dates of service.

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

• The student submits verbal or written notification of intent to reenroll.

Note: If the student’s last date of attendance with the University is more than 365 days in the past, the student must complete an updated admissions application and Enrollment Agreement in accordance with the University reentry policy. The Military Division should then submit these completed documents along with the Servicemembers Readmission Form to eXp. The student may remain in original program/version without appeal provided the cumulative length of absence does not exceed five years and that the program has not been expired.

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

• A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, OR

• A dismissal of such person permitted under section 1161(a) of Title 10, USC, OR

• A dropping of such person pursuant to section 1161(b) of Title 10, USC, http://uscode.house.gov/download/title_10.shtml.

Note: If the student does not submit a notification of intent to reenroll within the time limits, the student is subject to the University established leave of absence policy and general practices.
GENERAL INFORMATION

Accreditation, Licensures, Reviews, and Approvals
University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal
U.S. Department of Education, Certificate of Eligibility

State and International Licensures
University of Phoenix is approved to operate in most U.S. states, territories and possessions, either through licensure, registration, general or specific approvals or annual extension of exemption.
- Alabama Commission on Higher Education
- Alaska Commission on Postsecondary Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- State of California
- Colorado Department of Higher Education, Commission on Higher Education
- Department of Higher Education, State of Connecticut
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii, Office of the Governor
- Idaho State Board of Education
- Illinois Board of Higher Education
- State of Indiana Commission on Proprietary Education (COPE)
- Iowa College Student Aid Commission
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Commission on Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Commonwealth of Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
- South Carolina Commission on Higher Education
- South Dakota Board of Regents
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- Commonwealth of Virginia State Counsel of Higher Education
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

For additional information on state and international licensures visit http://www.phoenix.edu/about_us/accreditation.html

Private
Regional Accreditation
University of Phoenix is regionally accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (HLC/NCA).

HLC/NCA
230 S. LaSalle Street, Suite 7-500
Chicago IL 60604-1413
Phone: (312) 263-0456 | (800) 621-7440 | Fax: 312-263-7462
http://www.ncahlc.org

Program Accreditation
University of Phoenix School of Business/Business Programs
University of Phoenix is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer business degrees in Associate of Arts in Business Foundations, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Master of Management, Doctor of Business Administration, and Doctor of Management.

ACBSP
11520 W. 119th St.
Overland Park, KS 66213
Phone: (913) 339-9356
http://www.acbsp.org

College of Nursing/Nursing Programs
The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: (202) 887-6791 Fax: (202) 887-8476
http://www.aacn.nche.edu/accreditation/
College of Education/Education Programs
The Master of Arts in Education program with options in Elementary Education and Secondary Teacher Education has been approved for initial accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 20, 2007 to December 20, 2012.

TEAC
One Dupont Circle NW, Suite 320
Washington, DC 20036-0110
Phone: (202) 466-7236
http://www.teac.org

In addition, the College of Education has approval for education programs through the following state agencies:
- Arizona Department of Education
- California Commission on Teacher Credentialing (CTC)
- Colorado Department of Education (CDE)
- Hawaii Teacher Standards Board (HTSB)
- Idaho State Department of Education
- Indiana Department of Education (IDOE)
- Missouri Department of Elementary and Secondary Education
- New Mexico Public Education Department (NMPED)
- Nevada Department of Education (NDE)
- Oregon Teacher Standards and Practices Commission
- Puerto Rico Department of Education
- Texas Education Agency (TEA)
- Utah State Office of Education (UTOE)
(Prograns vary by state. Not all programs are approved in all states.)

College of Social Sciences/Counseling Programs
The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Southern AZ campuses) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone: (703) 535-5990
http://www.cacrep.org

Academic Programs
University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, criminal justice and security, human services, nursing and health care, social and behavioral sciences, natural sciences, the humanities, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html.

Academic Program Improvement
University of Phoenix pursues a strategy of continuous quality improvement in relation to its academic programs. This strategy is implemented through assessment programs designed to measure student learning at various levels within the University. Multiple types of assessment are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data can be used to improve academic programs and enhance the overall academic experience.

During each fiscal year from September 1 to August 31, the colleges and schools within the University follow pre-established plans to conduct programmatic assessment. Plan progress is monitored quarterly through the fiscal year. The process for assessment of academic programs uses the following four phases:
1. Assessment Planning
2. Collecting Evidence and Analyzing Data
3. Implementing Improvement
4. Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools are able to evaluate academic programs, identify areas for potential change, modify assessment plans as needed, communicate changes in academic programs to faculty and students, and pursue continuous quality improvement.

Students or potential students may obtain a copy of the improvement plan for a specific program by contacting

University of Phoenix Office of Academic Administration
4615 E. Elwood St.
Mail Stop: AA-S402
Phoenix, AZ 85040

Disability Services
University of Phoenix recognizes and accepts its obligations under the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations and academic adjustments to qualified disabled students in all University programs and activities. The University of Phoenix Disability Services Office provides services to students with temporary health issues or a permanent disability.

Students have the responsibility to both self-disclose and request accommodation through the campus disability services advisor. Communication with faculty or other staff members does not constitute fulfilling the University ADA accommodation requirements. Confirmation through documentation from a health care provider is required prior to accommodations or adjustments being determined and fulfilled.
Obtain Information
The campus disability services advisor is responsible for managing the ADA process, including negotiations, and finalizing appropriate student accommodations. Additional information and a list of campus disability services advisors are located at http://www.phoenix.edu/students/disability-services.html

General Contact Information
Direct all questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration
University of Phoenix
4615 E. Elwood St.
Phoenix, AZ 85040
(800) 366-9699

Online Campus
University of Phoenix
3157 E. Elwood St.
Phoenix, AZ 85034
866.766.0766

Transfer Center
4615 E. Elwood St.
Phoenix, AZ 85040
800.866.3919
480.446.4600
Fax: 480.303.5832

Campus contact information is located at http://www.phoenix.edu/campus-locations.html.

Personnel
Faculty
University faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, human services professionals and leaders in other professional areas who also possess advanced degrees. A listing of faculty may be obtained at each local campus. To find a local campus, go to www.phoenix.edu/campus_locations/campus_locations.aspx.
Faculty profiles can be found at www.phoenix.edu/faculty/our_faculty.html.

Credit Transfer
Information regarding criteria used to evaluate the transfer of credit earned at another institution is located at www.phoenix.edu/admissions/transfer_information/previous_college_education.html

Articulation Agreements
A list of institutions University of Phoenix has established articulation agreements can be viewed at www.phoenix.edu/admissions/transfer_information/artication.html

Corporate Articulations
A list of corporations that University of Phoenix has established articulation agreements can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer_credit/corporate_articulation.html

Graduation Rates
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes only undergraduate degree- and/or certificate-seeking students who have never attended another institution of higher learning, and graduate within 150 percent of the normal time to completion. Data are collected on the number of students entering the institution as first-time, full-time (FTFT) degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. For the graduation rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/graduation-rates.html.

Retention Rates
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For the retention rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/retention-rates.html.

Student Diversity
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. For further details please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/stUDENT-DIVERSITY.html.

Types of Education Graduates Enroll
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution four-year degree programs enrolled.
Approximately 18% of students who completed a bachelor’s degree from the University of Phoenix between July 1, 2009-June 30, 2010 went on to enroll in a graduate or professional program at the University of Phoenix. The majority of these students enrolled in the following programs:
• Master of Business Administration
• Master of Science in Psychology
• Master of Science in Accountancy
• Master of Management
• Master of Information Systems
The data is derived from the IPEDS completion survey (July 1, 2009-June 30, 2010 data) and the IPEDS Fall Enrollment survey (fall 2009 data).
Alumni Attending Graduate School

Forty-three percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 43%, 71% are currently pursuing a graduate degree at the University of Phoenix. Of this 43%, 20% plan to pursue a graduate degree at the University of Phoenix.

Working Alumni

Based on responses from the Alumni Association’s 2011 survey, the following represents the type of industry in which our alumni work:

Education 16%
Health Services 15%
Technology 9%
Manufacturing 6%
Federal Government 5%
State and Local Government 5%
Retail Trade (Non-Restaurant) 4%
Banking 3%
Business Services 3%
Insurance 3%
Communications or Media 3%
Finance 3%
Transportation 2%
Military 2%
Social Services 2%
Construction 1%
Tourism/Hotels/Entertainment 1%
Real Estate 1%
Restaurant 1%
Legal 1%
Personal Services 1%

Alumni Occupations

The following represents occupations of University alumni:

- Other 19%
- Executive, Manager, Administrator 16%
- Teacher/Educator/Education Administrator 8%
- Admin Support, Records/Data Processor 7%
- Sales or Marketing Representative 5%
- Registered Nurse/Other Nursing Professional 5%
- Technician/Technologist 5%
- Computer Programmer/Systems Analyst 3%
- Accountant 3%
- Other Health Professional 3%
- Engineer/Architect 2%
- Business Consultant 2%
- Business Owner 2%
- Psychologist, Counselor, Social Worker 2%
- Protective Services (Police, Fire, Security) 2%
- Military Personnel 1%
- Food or Personnel Service 1%

Survey completed in 2011 between January 17 and February 11; a total of 27,416 alumni respondents.

Withdrawing From the University

Circumstances may necessitate withdrawal from the University. A student who received, or is eligible to receive federal financial aid funds provided certain criteria are met, and subsequently officially or unofficially withdraws is subject to a Return of Title IV (R2T4) Calculation as required by federal regulations.
Withdrawal Date

Students who provide official notification of their intent to withdraw must complete the Official Withdrawal Rescission form via the University e-Campus website, https://ecampus.phoenix.edu/portal/portal/public/login.aspx, or notify the designated campus offices of Enrollment Services, Academic Services, and Financial Services to be considered official withdrawals. The withdrawal date for official withdrawals is the last date of academic attendance or attendance at an academically related activity determined from University attendance records.

Date of Determination

The date of determination for students who officially withdraw from the University is the latter of the student’s withdrawal date or the date of notification. The University will return federal financial aid for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Recession of Official Notification

Students who rescind their intent to withdraw must provide an electronic or written statement to the University stating their intent to return to the University to participate in academically related activities and complete the payment period. If the student subsequently withdraws after rescinding intent to withdraw, the withdrawal date is the latter of the date the student first provided notification to the University or the last date of academic attendance or academically related activity determined from the University’s attendance records. The date of determination for students who rescind their intent to withdraw and subsequently withdraw from the University, without official notification, is no greater than 15 days after the student’s official last date of attendance. Students who want to rescind their intent to withdraw must complete the Official Withdrawal Rescission form via e-Campus.

Unofficial Withdrawal

Withdrawal Date

Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals after 14 consecutive days of nonattendance at an academically related activity. If a student requests an extension of the course he/she is currently attending and his/her intent is to complete the course, the days in the extension period will not count towards the 14 days of nonattendance at an academically related activity. In addition, students on an institutionally scheduled break of greater than five days or who have been granted an inclement weather exception will not have the days count towards the 14 days of nonattendance at an academically related activity.

The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from the University’s attendance records. In the case of a student who has received an approved leave of absence, the University will review the student record on or after their originally approved return date. The review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

Date of Determination

The date of determination for students who unofficially withdraw from the University is no greater than 1) 15 days after the official last date of attendance; or 2) when a student fails to return from an approved leave of absence. The University will return the amount of federal financial aid funds for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Administrative Withdrawal

Withdrawal Date

Students who are withdrawn from the University due to failure to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals. The withdrawal date for students who are administratively withdrawn is the last date of academic attendance or attendance at an academically related activity.

Date of Determination

The date of determination for students who are administratively withdrawn from the University is the date the University determines the withdrawal. The University will return federal financial aid funds for which it is responsible no later than 45 days after the date of the administrative withdrawal.

Return of Federal Financial Aid

The requirements for federal financial aid when a student withdraws are separate from the Institutional Refund Policy and State Refund Policy. Therefore, a student may still owe funds to the University for unpaid institutional charges.

Federal regulations specify how the University must determine the amount of federal financial aid earned when a student withdraws from the University. The percentage amount of federal financial aid a student earned in a payment period is calculated as follows:

\[
\text{Total Number of Calendar Days Completed in Payment Period} \div \text{Total Number of Calendar Days in Payment Period}
\]

The amount of federal financial aid a student earned is determined on a rate-of-progression basis. For example, if a student completes three out of 12 credit hours in the payment period, the student has earned 25 percent of the payment period the student was scheduled to receive. When the student completes more than 60 percent of the payment period, the student earns all the assistance scheduled for that payment period.

A federal financial aid credit balance created during the payment period will not be released to the student nor returned to a federal financial aid program prior to performing the R2T4 Calculation. The University retains these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released. The University will perform the R2T4 Calculation, including any existing federal financial aid credit balance for the period in the calculation as disbursed aid.

The University will include any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 Calculation, any federal financial aid credit balance from a prior period remains on a student account when a student withdraws will be included as federal financial aid for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws.
Upon completion of any applicable refund policies, any federal financial aid credit balance will be allocated first to repay any grant overpayment owed by a student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 Calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University
- Reduce federal financial aid loan debt to the student or parent for a PLUS loan with student/parent authorization

The University will determine the results of the application of its refund policy before allocating a federal financial aid credit balance. However, the University is not required to complete its refund process, for example making a refund to a student, before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student or parent when attempting to pay a credit balance, it will return the funds to the federal financial aid programs. The U.S. Department of Education does not specify the order of return to the federal financial aid programs for a credit balance, the University will return funds to federal financial aid programs in the appropriate order as described in procedure and in the best interest of the student.

The calculation for unearned federal financial aid is as follows:

- Total amount disbursed - amount of federal financial aid earned = amount of unearned federal financial aid that must be returned

The calculation of earned federal financial aid includes all student financial aid grants and loan funds that were disbursed or that could have been disbursed to a student.

In addition, Federal Supplemental Educational Opportunity Grant (FSEOG) program funds are excluded if the following resources are used as a matching source:

- University scholarships
- Tuition waivers
- State scholarships and grants
- Funds from foundations or other charitable organizations

The non-federal share of FSEOG program funds will be included if the University meets its matching share requirement with institutional funds.

**Return of Unearned Federal Financial Aid**

When a return of federal financial aid is due, the University and the student may both have a responsibility for returning funds. The University will return the lesser of the following amount to the appropriate federal financial aid programs:

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid

University charges incurred by the student will include tuition, fees, books and directed study including state sales tax initially assessed the student for the entire payment period. Initial charges will only be adjusted by those changes the University makes prior to the student withdrawal.

If after the student withdraws, the University changes the amount of University charges it assessed a student, or decides to eliminate all institutional charges, those changes affect neither the charges nor aid earned in the calculation. Although University charges may not have actually charged due to the student’s withdrawal in the payment period, the University will use the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course for the payment period, and estimate remaining charges based on the students’ primary campus.

Charges should not reflect Withdrawn (W) grade adjustments. After the University has allocated its portion of unearned funds, the student must return assistance owed in the same order specified above for the University. The amount of assistance that the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid to be returned. The student or parent in the case of funds due to a parent PLUS Loan, must return or repay, as appropriate, the amount determined to any federal financial aid program in accordance with the terms of the loan; and any federal grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds one-half of the total federal grant funds received by the student.

**Timelines for Return of Federal Financial Aid**

The University will return the amount of federal financial aid for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

**Timeframe for Returning Unclaimed Credit Balance**

If the University attempts to disburse a credit balance by check and the check is not cashed, the University must return the funds no later than 240 days after the date the University issued the check. If a check is returned to the University, or an electronic funds transfer (EFT) is rejected, the University may make additional attempts to disburse the funds, provided those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or an EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

**Program and/or Version Changes**

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise.

Students who begin a program under Registered (R) status, pending the completion of admission file and are subsequently denied admission, are eligible for a refund of the full tuition amount of the course in which they are currently enrolled. Tuition is not refunded for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100 percent refund for that course. Students who have completed 60 percent or less of the course are eligible for a pro rata refund.
State Refund Policies

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. These policies are outlined below.

Arizona

Students in the state of Arizona will have tuition refunded using the University Institutional Refund Policy except students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

California

If University of Phoenix no longer offers educational services for students in the state of California, prior to a student completing a course of instruction, a partial refund may be available. The student should contact:

Department of Consumer Affairs
1625 North Market Boulevard
Sacramento, CA 95834
(800) 952-5210

Florida

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

• Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

• The University will retain $45 of the application fee for students who cancel the Enrollment Agreement.

• Refunds will be paid within 30 days of a student's official withdrawal.

Georgia

Students in the state of Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

• Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

Example of a refund on attendance for a 5-week course:

Attend 4 week no refund due
Attend 3 week 50% refund due
Attend 2 week 50% refund due
Attend 1 week 90% refund due

Example of a refund on attendance for a 6-week course:

Attend 4 week no refund due
Attend 3 week 50% refund due
Attend 2 week 50% refund due
Attend 1 week 90% refund due

Example of a refund on attendance for a 9-week course:

Attend 1 week 89% refund due
Attend 2 week 78% refund due
Attend 3 week 67% refund due
Attend 4 week 56% refund due
Attend 5 week 44% refund due
Attend 6 week no refund due

Indiana

Indiana has established refund policies that differ from the University Institutional Refund Policy. If a student attends a class in Indiana, the Indiana state refund policy will be applied. The University must make the proper refund no later than 31 days of the request for cancellation or withdrawal.

• The student cancels the Enrollment Agreement within six business days after signing.

• The student does not meet the University minimum admission requirements.

• The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the University.

Example of a refund on attendance for a 5-week course:

Attend 1 week 90% refund due
Attend 2 weeks 50% refund due
Attend 3 weeks 40% refund due
Attend 4 weeks no refund due

Example of a refund on attendance for a 6-week course:

Attend 1 week 89% refund due
Attend 2 week 78% refund due
Attend 3 week 67% refund due
Attend 4 week 56% refund due
Attend 5 week 44% refund due
Attend 6 week no refund due

Example of a refund on attendance for a 9-week course:

Attend 1 week 89% refund due
Attend 2 week 78% refund due
Attend 3 week 67% refund due
Attend 4 week 56% refund due
Attend 5 week 44% refund due
Attend 6 week no refund due

Example of a refund on attendance for a 12-week course:

Attend 1 week 89% refund due
Attend 2 weeks 50% refund due
Attend 3 weeks 40% refund due
Attend 4 weeks no refund due

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy.

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Example of a refund on attendance for a 9-week course:
- Attend 1 week: 90% refund due
- Attend 2 weeks: 75% refund due
- Attend 3 weeks: 50% refund due
- Attend 4 weeks: 50% refund due
- Attend 5 weeks: 40% refund due
- Attend 6 weeks: no refund due

**Kansas or Missouri**
Students in the states of Kansas or Missouri will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid if they withdraw within three business days after signing the Enrollment Agreement.
- To cancel enrollment, a student must notify the local campus in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees, and book fees, are non-refundable.
- A tuition refund must be requested in writing to the student’s local campus.

**Kentucky**
Students in the state of Kentucky will have tuition refunded using the University Institutional Refund Policy including the following exceptions:
- A student who cancels enrollment anytime before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10 percent of the tuition agreed upon in the Enrollment Agreement or $100, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid within 30 days of a student’s official withdrawal.
- A student who is out-of-attendance for more than 14 days is considered withdrawn.

**Louisiana**
Students in the state of Louisiana will have tuition refunded using the University Institutional Refund Policy including the following exceptions:
- Students who cancel enrollment anytime before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is non-refundable.
- Refunds will be paid within 30 days of a student’s official withdrawal.
- The University may retain an administrative fee, not to exceed 15 percent of total tuition and fees paid.

**Minnesota**
Students in the state of Minnesota will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the State Grant Program, the SELF Loan Program, and other aid programs (with the exception of the state Work Study Program), the Higher Education Services Office Refund Calculation Worksheet of the Minnesota State Grant manual is used.

**Nevada**
Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy including the following exceptions:
- Students who cancel enrollment anytime before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10 percent of the tuition agreed upon in the Enrollment Agreement or $100, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person or entity who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- Disputes will be resolved by the Administrator for refunds on a case-by-case basis.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

**Ohio**
Students in the state of Ohio will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid if they withdraw within five calendar days of signing the Enrollment Agreement.
- A student who withdraws before the first class and after the five-day cancellation period is obligated for the registration fee.
- To cancel enrollment, a student must notify the local campus in writing on or before the five-day cancellation period after signing the Enrollment Agreement.
- Refunds will be paid no later than 30 days after cancellation.

**Oregon**
Students in the state of Oregon will have tuition refunded using the University Institutional Refund Policy except all fees, including application fees, assessment fees, student service fees, and book fees are non-refundable.
Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), that protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works. Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and Television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: http://www.copyright.gov
- The Electronic Frontier Foundation fair use frequently asked questions: http://eff.org/IP/eff_fair_use_faq.php.

Copyright Infringement

The copyright law provides the owner of copyright in a work the exclusive right to the following:

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

The copyright law states, "anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author."

Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Peer to Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing the same P2P software, to connect with each other and directly access digital files from one another's hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others thus increasing the risk that users of P2P software and file sharing technology will infringe the copyright protections of content owners. If P2P file-sharing applications are installed on a student's computer, the student may be sharing someone else's copyrighted materials without realizing they are doing so. As a user of the University network, recognizing the legal requirements of the files that a student may be sharing with others is important. A student should be careful not to download and share copyrighted works with others.

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited.

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

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

University Plans to Effectively Combat Unauthorized Distribution of Copyrighted Material; Student Sanctions

A student’s conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Use policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.
The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright. Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Use Policy and any other University policy applicable to the particular situation. Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness
The University uses a variety of means to inform students and faculty about copyright laws and the response to copyright infringement claims by the University. The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and the extent of the possible liabilities; The Consumer Information Guide is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos
The following links are online sources that provide information on legal access to copyrighted music and videos:

- EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent
- Motion Picture Association of America (MPAA) provides a list of legal motion picture and video sources: http://www.mpaa.org/contentprotection/get-movies-tv-shows
- The Recording Industry Association of America (RIAA) provides a list of legal music sources: http://www.riaa.com/toolsforparents.php?content_selector=legal-music-services

The Legal Sources for online music and videos is reviewed annually by the Vice President of IT Security; the most recent review was completed in July 2011.

Digital Millennium Copyright Act (DMCA) Policy
The University computer networks, including its online library and classroom environment are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students, interns and any affiliates to comply with the U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. For more information on copyright law, please refer to the University Copyright and Peerto-Peer File Sharing Policy.

In addition to sanctions that may be applicable under the University Student Code of Conduct Policy, the Acceptable Use of Computing Resources Policy or other policies, University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement. The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers accounts under the Digital Millennium Copyright Act (DMCA). The copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix, Inc.
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Parkway, CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollogrp.edu

If a valid DMCA notification is received, the University will respond under this process by taking down the infringing content found on our networks. On taking down content under the DMCA the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University determines the removed content so that a counter notification may be filed. If a valid DMCA notification is received, the University will take reasonable steps to contact the copyright owner, its agent, or by protection of law.

Filing Notice of Alleged Infringement
Following is the process for filing a notification under the DMCA. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, a student describes the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number 1 and provide detailed information reasonably sufficient to locate the infringing item; for example, provide the link to the infringing information.
- Provide a reasonably-sufficient method of contacting you: phone number, address and email address.
- If possible, please provide any information that you allow the University to notify the alleged infringing party of notice of the alleged infringement.

The following statement must be included in your notice: “I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent, or by protection of law.”
• The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
• The notice must be signed.

Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:
• Identify the material that has been removed. This may include providing the location or the URL when possible.
• Provide your name, address telephone number and email address if available.
• Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States, for any judicial district, in which the service provider may be found and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
• Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
• The notice must be signed.

Upon receiving a valid counter notification, the University will provide the person who filed the original notification with a copy of the counter notice and inform them that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice, pursuant to the DMCA unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed.

Vaccinations and Immunizations

Information regarding program admissions requirements, including immunization requirements for designated states is located at http://www.phoenix.edu/admissions/admission_requirements.html.

Campus Safety Policies

The University Campus Safety policies have been prepared to increase University of Phoenix community’s awareness of current programs that exist to protect its members’ safety and well-being and to satisfy the requirements of the Safe and Drug Free Schools and Communities Act and Clery Act. The information included relates to the following:
• Annual crime statistics
• Safety and awareness
• Crime prevention
• Drug and alcohol abuse
• Health risks
• Available counseling programs
• Prohibited use or distribution of drugs and alcohol
• Legal affects of drug and alcohol use
• Emergency Mass Notification
• Information related to campus safety

The information is intended to provide a general description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years. Specific campus location statistics are available electronically at www.phoenix.edu/about_us/campus_safety.html or by requesting a printed copy from your local campus security authority.

Campus Crime Statistics

Crimes Reported for All Campuses

This report is compiled in conjunction with University of Phoenix Campus Safety Policies. The following statistics are in accordance with definitions used in the Uniform Crime Reporting System of the Department of Justice, FBI, as modified by the Hate Crime Statistics Act. The data includes all crimes reported to the University of Phoenix campus security authority. If a crime has occurred and has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated campus security authority and local law enforcement agency.

Specific campus location statistics are available electronically at http://www.universityofphoenix.com/about_us/campus_crime_statistics.aspx or by requesting a printed copy from your local campus security authority.

University of Phoenix expressly reserves the right to modify or adopt additional campus polices and procedures relating to campus safety, at anytime without notice.

Statement of Policy On Sex Offender Registration

The Federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state to provide notice of each institution of higher education in that state at which the offender is employed or is a student.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com or http://nsopr.gov. You can search by city, county, or zip code. This information is collected by other agencies and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Campus Security Act and for campus safety purposes only. It should not be used to intimidate, threaten, or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

Apollo Group, Inc., and University of Phoenix have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo, and its subsidiary educational institutions to contact or send notices, alerts or warnings without delay to employees for Apollo, and University of Phoenix faculty, and students in an emergency, dangerous or otherwise high-risk situation at a University site.

Apollo and University of Phoenix maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services.
An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a University site or that significantly disrupts Apollo programs and activities. The Emergency Mass Notification policy applies to all officers and employees for Apollo, Apollo’s U.S. based subsidiaries, faculty, and students of University of Phoenix in an emergency, dangerous or otherwise high-risk situation at a University site. The policy can be viewed in its entirety in the Campus Safety Policies at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html or by requesting a printed copy from your local campus.

Campus Security Authority Contact List
University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts for University security issues. Contact information for all campus security authorities can be viewed at www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html.

Drug and Alcohol Abuse Prevention Program
Drug abuse affects all aspects of American life. It threatens the workplace, our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees through the Safe and Drug Free Schools and Communities Act.

All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or drugs while attending class or meeting with campus personnel is prohibited and may be subject to disciplinary action.

All drug and alcohol abuse policies, prevention and referrals can be found in the Campus Safety Policies Manual located at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html.

Standards of Conduct
The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If an individual associated with the University is apprehended for violating any drug or alcohol related law when on University property, or participating in a University activity, the University will fully support and cooperate with federal and state law enforcement agencies. Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University and the state laws will be enforced. Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Pell Grant
Federal guidelines state the grantee must certify that he or she will not engage in unlawful activities related to controlled substances during the period covered by the grant.

Federal Financial Aid Penalties for Drug Violations
Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Opportunity Act states students convicted for an illicit drug violation can be denied federal financial aid for a specific period, in addition to other legal penalties.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. 'Have you ever been convicted of possessing or selling illegal drugs?' If you answer "yes," complete and submit this application, and we will send you a worksheet in the mail for you to determine if your conviction affects your eligibility for aid. Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines up to $20,000, imprisonment or both.

Penalties for Drug Convictions:
If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

Possession of Illegal Drugs:
• For a first offense, a student loses eligibility for federal financial aid for one year from the date of conviction.
• For a second offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
• For a third offense and subsequent offenses, a student is indefinitely ineligible for federal financial aid from the date of conviction.

Sale of Illegal Drugs:
• For a first offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
• For a second offense and subsequent offenses, a student is indefinitely ineligible from the date of conviction.

How to Regain Eligibility
A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program or passes two unannounced drug tests given by such a program.

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must
• Include at least two unannounced drug tests.

AND
• Have received or be qualified to receive funds directly or indirectly under a federal, state, or local government program.

Students denied eligibility for an indefinite period can regain it after successfully completing a rehabilitation program, passing two unannounced drug tests from such a program, or if a conviction is reversed, set aside or removed from the student’s record so that fewer than two convictions for sale or three convictions for possession remain on the record.

In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. The student is responsible to certify that a rehabilitation program was successfully completed. As with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.
Convictions During Enrollment
Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Apollo Financial Aid (AFA) immediately, become ineligible for further federal financial aid and repay federal financial aid received after the conviction.

Institutional Sanctions for Alcohol and Drug Violations
Any member of the University community found consuming or selling alcohol or drugs on University property shall be subject to discipline on a case-by-case basis.

- Discipline will be based on the seriousness of the situation.
- A case may result in dismissal from the University.
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
- Additional state penalties and sanctions may also apply.
- The University has adopted a zero tolerance policy regarding underage drinking.

Title II of the Higher Education Act-Academic Year 2009-2010 Report
In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University’s program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. For an overview of the information contained in the Institutional Report for University of Phoenix, go to http://www.phoenix.edu/about_us/regulatory/consumer-information/title-ii-hea-pass-rate-information.html.
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STUDENTS’ RIGHTS AND RESPONSIBILITIES

University of Phoenix Supplemental Standards for Candidates in Colleges of Arts and Sciences Programs - Counseling and Human Services

Candidates in a Colleges of Arts and Sciences program leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, Colleges of Arts and Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct.

The following Supplemental Standards for Candidates in Colleges of Arts and Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate’s affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate’s ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements, practicums, and internships.
7. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practicums and internships.

When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a “Referral Form” with the Campus College Chair, Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.

Procedure for Processing Referral Forms

The Colleges of Arts and Sciences has instituted processes to ensure that candidates are regularly evaluated by the faculty and have access to counseling and advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the professions and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

During the course of their program, faculty members, through a review of grades and dispositions, will monitor a candidate’s academic progress. The Campus College Chair (CCC), or designee, will serve as the primary point of contact in instances where a remediation plan and/or Candidate Retention Committee are deemed necessary.

A. One Referral

1. Notification of a Referral Form is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Supplemental Standards.
2. The candidate must meet with the Campus College Chair or designee to discuss why the referral occurred and whether or not a formal remediation plan or other corrective action is needed.
3. The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee (“CRC”) if deemed necessary. If the CRC will be convened, the notification to the candidate shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
4. If the CRC will be convened, the candidate shall be provided with ten (10) days to respond to the notification.
5. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.
6. The CRC shall issue a report explaining the basis for its recommendation.
B. Two or More Referrals

1. Notification of a Referral Form(s) is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Supplemental Standards.
2. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
3. The candidate shall be provided with ten (10) days to respond to the notification.
4. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.
5. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering their academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.
6. The CRC shall issue a report explaining the basis for its recommendation.

C. Candidate Retention Committee

1. The CRC is comprised of the Campus College Chair or designee and at least two faculty members.
2. The candidate will be expected to participate in a dialogue with the Committee to exchange ideas on remediation or withdrawal from the program.
3. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.
4. If the CRC recommends that the candidate be withdrawn from the program, and this recommendation is endorsed by the Campus Director of Academic Affairs, the candidate has the right to appeal this decision to the Central Administration Appeals Committee (CAAC) within 10 days of receipt of the decision.
5. The CAAC is generally comprised of at least the Dean and an Associate Dean from the Colleges of Arts and Sciences or designee(s), and a Regional Director of Academic Affairs (RDAA).
6. The decision of the CAAC is final.

PLEASE NOTE: Students shall not have access to the referral form submitted by the staff or faculty and shall not be entitled to meet with the referring faculty or staff.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more field placements as part of their academic program. As prospective educators/administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct. The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements. The Supplemental Standards address a candidate’s affective attributes and disposition to be an educator/administrator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate’s ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.
7. The candidate appreciates and values human diversity and shows respect and fairness for others’ varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.
The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.

The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a "Referral Form" with the Campus College Chair, Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.

**Procedure for Processing Referral Forms**

The College of Education has instituted processes to ensure that candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

During the course of their program, faculty members, through a review of grades and dispositions, will monitor a candidate's academic progress. The Campus College Chair (CCC), or designee, will serve as the primary point of contact in instances where a remediation plan and/or Candidate Retention Committee are deemed necessary.

**A. One Referral**

1. Notification of a Referral Form is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate's deficiencies in meeting the above Supplemental Standards.

2. The candidate must meet with the Campus College Chair or designee to discuss why the referral occurred and whether or not a formal remediation plan or other corrective action is needed.

3. The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee ("CRC") if deemed necessary. If the CRC will be convened, the notification to the candidate shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.

4. If the CRC will be convened, the candidate shall be provided with ten (10) days to respond to the notification.

5. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her academic progress and make one of the following recommendations:

   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

6. The CRC shall issue a report explaining the basis for its recommendation.

**B. Two or More Referrals**

1. Notification of a Referral Form(s) is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate's deficiencies in meeting the above Supplemental Standards.

2. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.

3. The candidate shall be provided with ten (10) days to respond to the notification.

4. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.

5. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering their academic progress and make one of the following recommendations:

   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

6. The CRC shall issue a report explaining the basis for its recommendation.

**C. Candidate Retention Committee**

1. The CRC is comprised of the Campus College Chair or designee and at least two faculty members.

2. The candidate will be expected to participate in a dialogue with the Committee to exchange ideas on remediation or withdrawal from the program.

3. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.

4. If the CRC recommends that the candidate be withdrawn from the program, and this recommendation is endorsed by the Campus Director of Academic Affairs, the candidate has the right to appeal this decision to the Central Administration Appeals Committee (CAAC) within 10 days of receipt of the decision.

5. The CAAC is generally comprised of at least the Dean and an Associate Dean from the College of Education or designee(s), and a Regional Director of Academic Affairs (RDAA).

6. The decision of the CAAC is final.
University of Phoenix Supplemental Standards for Candidates in Education Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs (“Supplemental Standards”) apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate’s affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate’s ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment on the part of the candidate’s Academic Advisor and/or the Campus College Chair or designee. Failure to meet the standards, expectations, and performances from self, staff, students, and others may result in remediation plans, withdrawal from the program, or disqualification from the program.

The CRC is the primary point of contact in instances where a candidate needs remediation. The CRC, in collaboration with faculty, campus management, and campus staff, and campus management, will work with the candidate to develop a remediation plan and/or Candidate Retention Committee are deemed necessary.

A. One Referral

1. Notification of a Referral Form is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Supplemental Standards.
2. The candidate must meet with his/her Academic Advisor and/or the Campus College Chair or designee to discuss why the referral occurred and whether or not a formal remediation plan or other corrective action is needed.
3. The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee (“CRC”) if deemed necessary. If the CRC will be convened, the notification to the candidate shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
4. If the CRC will be convened, the candidate shall be provided with ten (10) days to respond to the notification.
5. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.
6. The CRC shall issue a report explaining the basis for its recommendation.
Policy on Supplemental Standards for Candidates in College of Education Programs

The University of Phoenix policy on supplemental standards are designed to address affective attributes and dispositions that are required by educators/administrators in their respective professions' ethics and standards. The dispositions were adapted, in part, from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC).

The policy states that as prospective educators/administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct. In addition to the UOJPX Student Code of Conduct, candidates in the College of Education are also held to Supplemental Standards because of their anticipated interactions with students, parents, and the school community.

B. Two or More Referrals

1. Notification of a Referral Form(s) is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate's deficiencies in meeting the above Supplemental Standards.
2. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
3. The candidate shall be provided with ten (10) days to respond to the notification.
4. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.
5. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering their academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.
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C. Candidate Retention Committee

1. The CRC is comprised of the Campus College Chair or designee and at least two faculty members.
2. The candidate will be expected to participate in a dialogue with the Committee to exchange ideas on remediation or withdrawal from the program.
3. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.
4. If the CRC recommends that the candidate be withdrawn from the program, and this recommendation is endorsed by the Campus Director of Academic Affairs, the candidate has the right to appeal this decision to the Central Administration Appeals Committee (CAAC) within 10 days of receipt of the decision.
5. The CAAC is generally comprised of at least the Dean and an Associate Dean from the College of Education or designee(s), and a Regional Director of Academic Affairs (RDAA).
6. The decision of the CAAC is final.

Students’ Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
4. Students’ written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar’s Office or the student ecampus website at: http://ecampus.phoenix.edu.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records. Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student's signature and date. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-L201, Phoenix, AZ 85040, Fax (480) 643-1600.
The Student Code of Conduct of University of Phoenix supports the University’s mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University’s academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse.

A University is a marketplace of ideas and, in the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

By virtue of membership in the University’s academic community, students accept an obligation to abide by this Student Code of Conduct. Conduct, either on or off-campus, that is determined to impair, interfere, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following enumerated violations:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Sex discrimination/harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.
4. Stalking, persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
5. Disruptive behavior that hinders or interferes with the educational process.
6. Violation of any applicable professional codes of ethics or conduct.
7. Failure to promptly comply with any reasonable directive from faculty or University officials.
8. Failure to cooperate in a University investigation.
9. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

- Failure to properly cite and reference statistics, data, or other sources of information that are used in one’s submission.
- Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.

10. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
11. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.
12. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.
13. Violation of the Student Code of Academic Integrity.
14. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
15. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).
16. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-14 above).
17. Violation of federal, state, provincial, or local laws or regulations that impacts the University’s educational environment.

Student Code of Academic Integrity

University of Phoenix is an academic community whose fundamental mission is the pursuit of intellectual growth. Achievement of this mission is dependent upon the development of autonomous thought and respect for the ideas of others. Academic dishonesty threatens the integrity of individual students as well as the University’s academic community.

By virtue of membership in the University’s academic community, students accept a responsibility and obligation to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct. Academic integrity violations include all forms of academic dishonesty, including but not limited to the following:

- Plagiarism - Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise. Examples of plagiarism include but are not limited to:
  - The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used in a class posting or assignment submission do not represent the student’s original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
  - Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgement.
  - Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
b. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

c. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results, or relying on another source’s results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Unauthorized Assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student.

Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

e. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission which includes peer-to-peer file sharing.

Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing, including illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

Refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies.

f. Misrepresentation - Falsely representing the student’s situation to faculty when (1) justifying an absence or the need for a complete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

g. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

Procedure for Processing Alleged Violations of the Student Code of Conduct:

Procedure for Processing Alleged Violations of the Student Code of Conduct:

A. Alleged Violations:

1. An alleged violation of the Student Code of Conduct, unless related to student records or sex discrimination/harassment, shall be forwarded to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.

2. An alleged violation of the Student Code of Conduct that relates to student records shall be forwarded in writing to the Registrar.

3. An alleged violation of the Student Code of Conduct that relates to sex discrimination/harassment shall be forwarded to the university’s Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.

4. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.

5. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a committee as described below.

B. Investigation:

1. Alleged violations of the Student Code of Conduct shall be investigated in a prompt, thorough, impartial, and reasonable manner.

2. The investigation shall gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses. Title IX investigations will be conducted within 60 days barring any unusual complexity.

3. While an alleged violation of the Student Code of Conduct is being investigated, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with Apollo Legal Services and/or the Office of Dispute Management.

C. Notification:

1. A student who is charged with a violation of the Student Code of Conduct shall be notified of the specific charge(s) in writing by United Parcel Service (UPS) and/or by additional means which may validate proof of receipt, and shall be given ten days to submit a written response to the designated University official. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)

2. Failure of a student to respond to the Charging Letter shall result in suspension from the University following completion of the current course if the student is then actively attending classes and is not subject to immediate suspension.

3. In those instances where the campus determines the conduct does not warrant a Charging Letter, it may choose to issue a Warning Letter and/or provide counseling to the student. Note: A Warning Letter is not appealable.

4. In Title IX cases the complainant(s) shall be notified of the conduct procedures and notified when and if a Charge Letter or warning is sent to the respondent(s).

D. Student Response:

1. A student response acknowledging guilt will be sent to the Campus Director of Academic Affairs, the Campus Director of Operations, the Registrar (only in violations relating to student records) or their designee who will determine the appropriate sanctions.

2. In Title IX cases, a student response acknowledging guilt will follow the Title IX committee process outlined below.

3. A student response denying the charge(s) will follow the committee process outlined below.
E. Committees:

1. Campus Committee:
   a. After the campus investigation is completed and the student has responded to the Charging Letter, a Campus Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).
   b. The Campus Committee shall be chaired by a full-time campus administrator.
   c. The Campus Committee composition shall be at least three impartial individuals who have no prior involvement with the student or the investigation: a campus administrator, a faculty member, and a student representative.
   d. The Campus Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs or designee about whether a violation occurred and what sanction, if any, is warranted.

2. Registrar's Committee:
   a. After the Apollo Ethics and Compliance Department's investigation is completed and the student has responded to the Charging Letter, a Registrar's Committee shall be convened to review the file and make findings and recommendations to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).
   b. The Registrar's Committee shall be chaired by an Associate Registrar or Director from the Registrar's Office (or designee).
   c. The Committee composition shall be at least three impartial individuals who have no prior involvement with the student or the investigation: an Associate Registrar (or designee), Director or Operations Manager from the Registrar's Office or designee, a Director from University Services (or designee), and the Director of Student Financial Aid programs or Director of Student Financial Accounting or Campus Director of Finance, as appropriate.
   d. The Registrar's Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Registrar or designee about whether a violation occurred and what sanction, if any, is warranted.

3. Title IX Committee:
   a. After the investigation is completed and the student has responded to the Charging Letter, opposing parties will be afforded the opportunity to present written witness statements for inclusion in the Title IX Case Packet.
   b. The Title IX Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).
   c. The Title IX Committee shall be chaired by a full-time campus administrator or designee.
   d. The Title IX Committee composition shall be at least three impartial individuals who have no prior involvement with the parties or the investigation: a director (or designee), a faculty member, and a student.
   e. The Title IX Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs or designee about whether a violation occurred and what sanction, if any, is warranted.

F. Committee Process:

1. Students shall be afforded the opportunity to address the Committee to make a statement in their defense. This may be done via telephone conference. (Note: In Title IX cases opposing parties are afforded the opportunity to separately address the committee to make a statement).
2. Students are not entitled to representation by an attorney or any other third party at any point in the process. However, in accordance with the Higher Education Opportunity Act (HEOA), in cases of an alleged sex discrimination/harassment, opposing parties are entitled to have third parties present during the committee process. (Note: The third party cannot be an attorney).
3. Tape, digital, or other electronic recording of the committee meeting is not permitted.
4. The Committee members are given a "Case Packet" with all relevant information for the committee meeting, including any written response received from the student. In Title IX cases, the Case Packet will include opposing parties' statements, all evidence discovered during the investigation, and any written witness statements the parties have submitted.
5. The Committee members sign a standard Confidentiality Statement for Committee Members and, after the Committee's deliberations; the Case Packets are collected and destroyed in order to maintain confidentiality.

G. Decision:

1. For campus cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Campus Committee and render the decision.
2. For Registrar cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Registrar (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Registrar's Committee and render the decision.
3. For Title IX cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision.
4. The decision shall be communicated to the student by the decision maker. The decision shall be delivered by United Parcel Service (UPS) and/or by additional means which may validate proof of receipt. In Title IX cases, opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)
5. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

6. In accordance with the requirements under the HEOA, in cases of an alleged sex discrimination/harassment, opposing parties will be informed of the committee determination, including any sanction that is imposed.

7. Any decision which affects a student’s enrollment or academic status shall be communicated to the Registrar’s Office for records update.

H. Sanctions:

1. If a violation is found, disciplinary sanctions shall be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, action plan (must be approved by the Office of Dispute Management), suspension and/or expulsion.

2. A recommendation of expulsion by the decision maker shall be automatically reviewed by the Student Discipline Review Committee in the Office of Dispute Management and must be endorsed before the campus communicates that sanction to the student.

I. Appeals:

1. In those instances where students are found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) within ten days of receiving the campus decision. In Title IX cases, opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome and if an appeal is filed each party shall receive notice of the other party’s appeal.

2. The SDRC is usually comprised of a senior manager from the University, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student’s college (or their respective designee). The decision of the SDRC is final and shall be communicated directly to the student and the campus, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion (see H.2. above).

3. If the sanction against the student is expulsion, the review of the appeal shall be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is usually comprised of the Provost, the Vice President of University Services, and the Dean of the accused student’s college (or their respective designee). The decision of the SMRC is final and shall be communicated directly to the student and the campus.
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ACADEMIC POLICIES

Academic Advisement

All students are provided the opportunity to communicate with a representative throughout the duration of their program. This advisement can provide students with a preliminary evaluation of their academic status prior to admission and the requirements they must satisfy for both admission to and the completion of their degree program. All students are notified of their official offer of credits at the time of matriculation and may view their official transcript evaluation and progress toward degree completion at any time on their student website. Student services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. Guidance on degree completion progress and options may also be discussed at any time with a representative.

Registration

Registration and payment of tuition are required prior to the start of each course. A new application fee is not required for students transferring from WIU. Students who register in a financial aid eligible program may qualify for financial aid in accordance with federal regulations.

Students must sign an Enrollment or Disclosure Agreement for the degree program which they intend to pursue. Students who change programs or who reenter after an absence of one year or more must sign a new Enrollment or Disclosure Agreement.

The student's enrollment agreement defines the student's curriculum and degree requirements. The executed enrollment agreement will be effective for one year time period from the date signed. If the student has not started their program within this timeframe, the student will be required to submit new admissions paperwork (application and Enrollment/Disclosure Agreement) and update to the most recent version available at their campus.

Admission Statuses

There are twelve types of admission statuses at the University of Phoenix representing a student's standing: Registered, Registered with International Credentials, Admission Deadline Exceeded, Conditional, Orientation Pending, Graduate Provisional, Admitted, Deferred, Non-Degree, Denied for Cause, Denied, and Re-entry. Applicants to certain degree programs are permitted to begin their course of study under Registered, Registered with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are reviewed for applicability to the degree program. Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Admitted (AM) Status

The Office of Admissions and Evaluation in University Services grants a student Admitted status after all documents have been received, the applicant's admission file has been officially reviewed, and all admission requirements have been met. All materials to obtain admission should be submitted by the end of the second course. No student may enroll in the fourth course without admission being granted. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program.

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed graduate course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed graduate course will result in a DA (Disqualified Admission) student academic status and a PD (Program Disqualification) program academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years and are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification.

Registered (RR) Status

Students qualify for registered status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under registered status. The University makes no guarantees of a favorable admission to students enrolled in course work under registered status.

Registered International Credentials (RI) Status

Students using copies of international academic credentials qualify for registered with international credentials status upon completion of the application for admission and payment of the application fee (if applicable). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under registered status. The University makes no guarantees of a favorable admission to students enrolled in course work under registered with international credentials status.

Orientation Pending (OP) Status

Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file. Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.
Conditional (CD) Status

Students who are high school seniors who have not yet graduated may be granted conditional status upon completion of the admission application and payment of any required fees. Scheduling for students is not permitted under this status, and upon completion of high school, students may apply for admission to a specific associate degree program.

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Admission Deadline Exceeded (DE) Status

Students who are unable to attain admitted status by the completion of their fourth university course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the University.

Denied for Cause (DC) Status

Applicants who do not meet the minimum requirements for adherence to the Student Code of Conduct. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Academic Disqualification

Academic Disqualification results when students on academic probation fail to achieve the minimum grade point average at the conclusion of the probationary period of four (4) consecutive courses. Students who have been Academically Disqualified will be administratively withdrawn from the university and are not eligible for readmission until the lapse of six months from the date of disqualification. The date of disqualification will be the course end date of the final course completed within the AP sequence. No exceptions to the 6 month disqualification will be granted by the Student Appeals Center (SAC). Upon the conclusion of the 6 month disqualification students can petition the Student Appeal Center to return. Students will be placed on academic probation for a period of four courses upon approval by the Student Appeals Center to re-enter. The student may be required to retake or replace the course(s) with the lowest grade(s) earned. Students on Academic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by a SAC appeal. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. The existing schedule will be deleted and scheduling will be restricted for students placed on Academic Disqualification.

Scholastic Disqualification

Each degree program may have specific Progression Requirements. Failure to meet those Progression Requirements will result in Scholastic Disqualification. For example, Scholastic Disqualification results when a student fails to earn a specified minimum grade in a required progression course. Students who have been Scholastically Disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for progression as determined by University policy. The University will note the date a student is placed on and removed from Scholastic Disqualification on the permanent transcript. The course that placed the student on Scholastic Disqualification, or its equivalent, may be scheduled, but all other scheduling will be restricted. Students that fail their second attempt of a course for progression in their degree program will be placed on Scholastic Suspension. Students may appeal to the Student Appeal Center to petition to have the Scholastic Suspension removed. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

For details about the Progression Requirements in your degree program, you should carefully review your Program Handbook. If you have any questions about Progression Requirements or Scholastic Disqualification, you should talk to your Academic Representative or College Campus Chair.

NOTE: Students who have been placed on Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for progression unless otherwise determined by the Campus Director of Academic Affairs and the Dean of the College for the new program/version.

Expulsion (EX)

Expulsion occurs when a student is administratively withdrawn from the university and not allowed to return under any circumstances. The date of expulsion is noted on the official transcript, any courses on the existing student schedule are deleted and future scheduling is restricted.
Disqualified for Admission (DA) Academic Status

Disqualified for Admission or DA academic status results when students admitted provisionally fail to achieve the minimum grade point average (3.0 graduate) at the conclusion of the probationary period of four consecutive courses.

Students who have been Disqualified for Admission (placed on DA academic status) will be administratively withdrawn from the university and will also be considered programmatically disqualified and are not eligible for readmission to their program for a minimum of three years.

Students on DA academic status are not eligible for readmission until the lapse of six months from the date of disqualification. After six months, the student will need to submit an appeal to the Student Appeals Center for permission to re-enter an alternate program. Students on Disqualified Admission (DA) status may not appeal to return before the end of the six month disqualification period. There will be no exceptions.

Students who have been Disqualified for Admission (placed on DA academic status) may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by the Student Appeals Center and the appropriate Dean.

Scholastic Suspension

Scholastic Suspension occurs when a student is suspended for a period of time or indefinitely from the University as determined by appropriate campus officials and/or Central Administration. The student will be administratively withdrawn from the university if placed on Scholastic Suspension. A student may be placed on Scholastic Suspension due to a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. The University will note the permanent transcript with the date a student is placed on and removed from Scholastic Suspension. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. The University will note the permanent transcript with the date a student is placed on and removed from Scholastic Suspension.

Program Academic Statuses

The following statuses are applicable to the specific degree programs students are pursuing if the student changes degree programs, statuses can be adjusted depending on new program requirements.

Official decisions regarding your admissions and academic statuses may be delivered to you via your student website or US Mail.

Withdrawn for Nursing License or Liability Insurance (WL)

A student withdrawn from course for failure to maintain verification of current RN license and/or professional liability insurance in his/her student file. The student will also be administratively withdrawn from the university.

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of matriculation and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.

1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.

2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Academic Probation

Academic Probation shall occur when a student’s grade point average falls below acceptable levels. Probation lasts for a period of four consecutive program applicable courses following the course whose grade caused the student’s GPA to fall below the minimum requirement for the program. Concurrent enrollment is prohibited during the four course AP sequence. Associate degree students enrolled at the Online Campus should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR & AAPF). In graduate programs, the four course sequence excludes any undergraduate prerequisite courses. Financial Aid and VA students will continue to receive funds during the probationary period.

Program Disqualification

Effective for new enrollments March 1, 2009 and later—Students provisionally admitted (PV), who fail to meet the minimum requirement for admission (AM), will be placed on Program Disqualification (PD) program academic status and Disqualified Admission (DA) academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years. Students disqualified for admission are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification.

Students may appeal to reenter into the program from which they were disqualified (PD) or any updated version of the program after a lapse of three years.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

General Student Grievances

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination.

Students who are alleging discrimination or harassment, please refer to the Nondiscrimination Policy section or Harassment Policy sections of this catalog.
Other grievances must be submitted in writing to ODM, which will determine the appropriate course of action or render a decision. Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to ODM. When such a grievance is received by ODM, the student will be provided guidance to file an appeal to be reviewed by the Financial Grievance Committee (FGC) for a final decision if it cannot be resolved informally.

**Student Appeals Center (SAC)**

The Student Appeals Center (SAC) is an avenue by which students may request exceptions to academic policy via an appeal. Upon receipt, a SAC appeal is routed to the appropriate decision maker; these individuals have the authority to make exceptions to University policy based upon a student’s individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide their Academic Representative with an appeal letter and all relevant documents and statements of support. The Academic Representative will submit all of this information to SAC electronically.

**State Boards**

The University of Phoenix is regulated by a large number of state regulatory bodies across the country. The following is a list of those regulatory bodies, with contact information.

- In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.
- In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-2399, website: www.azppse.gov.
- In Arkansas, the student may contact the Arkansas Department of Higher Education, Commission on Higher Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.
- In California, the student may contact the Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980188, W. Sacramento, CA 95798-0818; telephone (916) 431-6959; (888) 370-7589.
- In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.
- In Connecticut, the student may contact the Connecticut Department of Higher Education, 61 Woodland Street Hartford, CT 06105-233; telephone (860) 947-1800, (860) 947-1821.
- In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3639; telephone (302) 735-4000, 302-735-4120.
- In Florida, the student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.
- In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.
- In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.
- In Idaho, the student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone (208) 332-1587.
- In Illinois, the student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone (217) 557-7355.
- In Indiana, the student may contact the State of Indiana Commission on Proprietary Education (COPE), 302 W. Washington Street, Room E201, Indianapolis, IN 46204-2767; telephone (317) 464-4400, (317) 232-1324.
- In Iowa, the student may contact the Iowa College Student Aid Commission, 200 10th Street, Fourth Floor, Des Moines, IA 50309-3609; telephone (515) 725-3400.
- In Kansas, the student may contact the Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.
- In Kentucky, the student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.
- In Louisiana, the student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.
- In Maine, the student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.
- In Maryland, the student may contact the Maryland Higher Education Commission, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013; telephone (800) 974-0203.
- In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Suite1401, Boston, MA 02108-1696; telephone (617) 994-6937.
- In Michigan, the student may contact the Michigan Department of Education, P.O. Box 30008 (or) 608 W. Allegan, Lansing, MI 48909; telephone (517) 373-9235.
- In Minnesota, the student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone (651) 259-3975, (800) 657-3866.
- In Mississippi, the student may contact the Mississippi Institutions of Higher Learning Commission Proprietary School and College Registration Mississippi Commission on College Accreditation, 3825 Ridgeway Road, Jackson, MS 39211; telephone (601) 432-6997.
- In Missouri, the student may contact the State of Missouri Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.
- In Nebraska, the student may contact the Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005; telephone (402) 471-0020, (402) 471-2847.
- In Nevada, the student may contact the Nevada Commission on Postsecondary Education, 3663 E. Sunset Road, Suite #202, Las Vegas, NV 89120; telephone (702) 486-7330.
- In New Jersey, the student may contact the New Jersey Commission on Higher Education, 20 W. State Street, PO Box 542 Trenton, NJ 08625-0542; telephone (609) 292-4310, (609) 984-2709.
- In New Mexico, the student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400.
- In North Carolina, the student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road Chapel Hill, NC 27515-2688; telephone (919) 962-4538.
In Ohio, the student may contact the Ohio Board of Regents, registration number 115430, 30 E. Broad Street, 36th Floor, Columbus, OH 43215-3414; telephone (614) 466-6000.

In Oklahoma, the student may contact the Oklahoma State Regents of Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104-3603; telephone (405) 225-9100, (405) 225-9142.

In Oregon, the student may contact the Oregon Office of Degree Authorization, 1500 Valley River Dr. Suite 100, Eugene, OR 97401; telephone (541) 687-7478.

In Pennsylvania, the student may contact the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333; telephone (717) 783-6785.

In Puerto Rico, the student may contact the Consejo de Educacion Superior de Puerto Rico / Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900; telephone (787)-724-7100 ext 2022 or ext 2016.

In South Carolina, the student may contact the Nonpublic Postsecondary Institution Licensing, 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2281.

In Tennessee, the student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 404 James Robertson Pkwy, Nashville, Tennessee 37243-0830; telephone (615) 741-3605.

In Texas, the student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Capitol Station, Austin, TX 78711; telephone (512) 227-5500.

In Utah, the student may contact the Utah System of Higher Education State Board of Regents, 60 South 400 West, Salt Lake City, UT 84101-1284; telephone (801) 321-7103.

In Virginia, the student may contact the Commonwealth of Virginia Council of Higher Education, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219; telephone (804) 225-2600.

In Washington, the student may contact the Washington Higher Education Coordinating Board, PO Box 43430, Olympia, WA 98504-3430; telephone (360) 753-7869, 360.753.7866.

In Washington DC, the student may contact the Government of the District of Columbia Education Licensure Commission, 810 1st Street, NE, 2nd Fl., Washington, DC 20002; telephone (202) 727-2824.

In Wisconsin, the student may contact the Wisconsin Educational Approval Board, 30 W. Mifflin St. 9th Floor, P.O. Box 8696, Madison, WI 53708; telephone (608) 266-1996, (608) 266-1996.

In Wyoming, the student may contact the Wyoming Department of Education, Hathaway Bldg., 2Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone (307) 777-5712.

You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (602) 357-8119.

Grading Procedures

Formal grade reports are available through the student web site upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned. A student who has failed to make payment for tuition of a course will have the grade withheld until payment is made.

Faculty members are required to post final grades within seven days of completion of the course. The University has established the following grading guidelines to be complied with by all faculty.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C</td>
<td>1.67</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>D–</td>
<td>.67</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
<td>F</td>
<td>.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>QC</td>
<td>No grade awarded</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>WC</td>
<td>Waived with credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: D- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (College of Arts and Sciences, Education, Nursing, Counseling).

Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high level of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

Plus or minus grades indicate a high or low end grade that has been assigned.

1 = INCOMPLETE

• Student granted extension to complete assignments.
• If a student is granted an Incomplete grade, the student’s final grade will be reduced one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted.

• Students who earn a grade of “I” and successfully complete the course will have the “I” grade replaced with the earned grade. The “I” grade will no longer be displayed on the student record.

• Students in the College of Education programs may not attend additional courses during the incomplete extension period after being assigned a grade of incomplete “I”, In Progress “IP” or In Progress Extension “IX” in any Seminars, Practicum or Internship courses.

• Students in the College of Nursing programs may attend additional courses during the incomplete extension period after being assigned a grade of Incomplete “I”, In Progress “IP” or In Progress Extension “IX” in a clinical course as long as the course with the I, IP, or IX grade is not a prerequisite to the subsequent course(s). This may apply to all nursing programs.

• Students in the Master of Science in Counseling programs may not attend additional courses during the incomplete extension period after being assigned a grade of Incomplete “I”, In Progress ‘IP’ or In Progress Extension “IX” in a clinical course.

• Students in the School of Advanced Studies programs may not attend additional courses during the incomplete extension period after being assigned a grade of incomplete “I”, or In Progress Extension “IX” in a course.

*IP = IN PROGRESS
An IP grade may be awarded in the following instances:
• IP grade can only be awarded in qualified courses by the instructor and are allowed additional time to complete requirements.
• IP grade will default to a QC or F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe.
• Faculty are not required to subtract one letter grade for IP grade awards.
• An IP grade is not calculated into the GPA.

*IX = IN PROGRESS EXTENSION
An IX grade may be awarded in the following instances:
• This grade is only awarded to eligible students who require reasonable accommodations under American Disabilities Act (ADA) or documented military deployment and provides additional time to complete a course.
• A new IX course completion date must be selected by the faculty member and can range from 5 weeks to 15 weeks.
• Students who require reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA and Service Member Opportunities (SOC).
• IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
• An IX grade is not calculated into the GPA.

*QC = No grade awarded.
A QC is awarded in the following instances:
• This grade may be used for zero credit courses once the attendance requirement has been satisfied.
• A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.

• A QC grade is not calculated into the GPA.

• This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.

AU = AUDIT
Students may register for and audit selected University courses upon campus approval and payment of an audit fee.

• Students who audit a course must meet the following conditions:
  - Students must obtain the campus Director of Academic Affairs approval to enroll in the course.
  - Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.
  - Auditing students are governed by all University policies and procedures that apply to non-auditing students.
  - Department chairs determine which courses within their department are appropriate for audit.
  - Auditing students will receive a designation of “AU” on their permanent record which will not carry any academic credit.
  - Auditing students may not change their auditing status after attending one night of the course.

*W = WITHDRAWAL
Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A “W” grade will be issued in the following scenarios:
• The student recorded positive class attendance in at least one scheduled class and failed to meet the class attendance requirements due to exceeding the maximum allowable absences.
• The student recorded positive class attendance in at least one scheduled class and has been administratively withdrawn from the university and/or program during the course.

WF = WITHDRAWAL/FAILING
Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one (1) night of a course and reaches the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING
Student satisfactorily completed the course.
NC = NO CREDIT
Student withdrew from the course; no grade was issued.
WC = WAIVED WITH CREDIT
University of Phoenix required course, waived with credit.

* In order for a student to move forward within a Student Financial Aid academic year and/or meet the standards for satisfactory academic progress, he or she must successfully complete the required credit hours within prescribed timelines. Courses completed with 0 credits and/or grades that are not calculated in the GPA will not qualify as successfully completed courses. Therefore, students receiving a F, W, WF, I, IP or QC as a final grade will be required to successfully complete additional courses to make up for credit deficiency(ies) within their academic year. A Student Financial Aid academic year consists of a minimum of 24 credits and 30 weeks.
Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through University Services Support Center.

The student's official transcript is prepared by the Registrar's Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid. Only a summary of credits transferred by institution will be included on the transcript. If you need itemized information for these credits the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University. Transcript Request Forms are available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-L201, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) by selecting the Services menu and following the directions for requesting a transcript. The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to University of Phoenix become the property of the University and will not be returned to the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Grade Disputes and Grade Corrections

Students should raise concerns or questions about perceived assignment and course grading errors directly with faculty promptly after receiving feedback and grades. No one other than the faculty member teaching the course may determine assignment or course grades for a student. Students are not allowed to submit extra work to raise their grade. Students' grades represent the work and knowledge level attained within the regularly scheduled course dates.

Grades on individual assignments may be changed by the faculty at anytime while the course is in session. Students' grades may not be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or if the faculty member determines the original grade was improperly calculated.

Students disputing a grade received may contact their Academic Representative, who will assist the student with initiating a grade dispute. However, the decision regarding whether to change the grade rests solely with the faculty member. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

Program Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with their Academic Representative. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Diploma Application and Degree Conferral

Students must submit a Diploma Application in order for their degree to be conferred. Once students have completed all degree requirements, a Diploma/Certificate Application link will be posted on their student web site at https://ecampus.phoenix.edu under the Important Messages section. If for some reason the link does not appear, students may contact their Academic Representative for a paper copy of the Diploma Application. Once the Registrar's Office receives the Diploma Application and the student has satisfied all financial obligations to the University, an official audit of the student's record will be conducted. If all degree requirements have been met, the student will be degree conferred and a Diploma and degree posted transcript will be ordered and mailed to the student.

Posthumous Degrees

The University may present posthumous degrees to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) of deceased students who were actively enrolled and in good academic and financial standing in a University program at the time of their death. Immediate family members include: spouse, legally recognized domestic partner of the deceased, parents, legal guardians (court document required), children (over the age of 18), and siblings.

Degree Posting

Degrees are posted to students' transcripts on a monthly basis. A student's degree will be posted on his or her transcript with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit has been posted to the academic record. The student's individual degree completion date is recorded on the transcript, indicating that all academic requirements for the degree were fulfilled on that date.

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees.

Students who are not eligible for graduation are notified by their Academic Representative of their degree deficiencies.
Graduation with Honors

Bachelor degree students who complete their degree program with a Program Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Students must also be in good academic and financial standing to be eligible for commencement participation. Associate students who have completed all but 6 credits required for their degree will be permitted to participate in the commencement ceremony. Undergraduate and Graduate students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony. Doctoral students must satisfy all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility. Certificate students should refer to their local campus for commencement eligibility.

Program Completion Deadlines

Program completion deadlines have been established for all programs offered by the University and are applicable to all continuously enrolled students. Program completion deadlines are calculated based on the first date of positive recorded attendance in the first program applicable course and are listed below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors</td>
<td>within 8 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 6 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.
Academic Quality Improvement and Outcomes Assessment—Ensuring Consistent Quality

Academic Quality and Outcomes Assessment

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University’s effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students’ educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced, provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment, are used in the curriculum development process, as well as in the creation of faculty development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes Assessment

Academic quality improvement is an integral part of the organizational culture at University of Phoenix. The University’s Academic Quality Management System (AQMS) is the mechanism used to ensure that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and assurance instruments. One major component of this system is the assessment of student learning.

Assessment of Student Learning

The University’s search for the best ways to assessment student learning and the use of the resulting evidence to guide continuous quality improvement, led to the adoptions of an academic assessment process. The process is comprised of four ongoing and iterative steps. These include:

- Prepare annual assessment plan for academic programs
- Collect and analyze student learning data
- Implement improvements based on assessment results
- Monitor effectiveness of implemented improvements

The academic assessment process provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University’s academic assessment process includes an ongoing combination of cognitive measures, such as course embedded assignments, portfolios, and exams, and affective measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to support continuous improvement of academic programs.

Assessment of Students Educational Experiences and Institutional Processes

Another major component of the AQMS is the assessment of students' educational experiences and institutional processes. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services. By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

AQMS Measures and Instruments

Beginning of Program Survey (BOPS)

During the registration process, students are asked to provide basic background information about themselves on the BOPS. Much of the information from the BOPS is used for analyzing outreach trends and for regulatory reporting. However, the BOPS also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University by identifying their major academic and professional objectives.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to enhance curriculum, instruction, student services, and overall university operations.

Longitudinal Research

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students’ educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Additional Research Support

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision-making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc)
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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. Join the association and benefit from this complimentary membership and the valuable services it offers to help transform your future.

If you are interested in connecting with fellow classmates, the Alumni Directory is a great place to start. It is also the perfect avenue for discovering University of Phoenix alumni in your area or in your career field.

Complete your profile today by logging on to your alumni website at alumni.phoenix.edu. Begin connecting with the association and your classmates, and start exploring the benefits we have to offer:

Career Resources

- **Alumni Career Center** - Alumni Career Center is powered by CareerBuilder, the largest career website in the United States. The career center is fully equipped with a wide variety of tools and resources that can help alumni market their skills to potential employers. The job search engine is filtered, only displaying positions requiring a degree.

Alumni Services

- **Alumni Directory** - The Alumni Directory connects graduates of University of Phoenix in the same industries or geographical locations and builds a foundation that promotes communication and networking.

- **Mentor Program** - One person can make a huge difference in someone’s career. Be the one. Be a mentor. The program connects students and alumni in the same field of study, industry or location. You can sign up to be a mentor today on the website.

- **Benefits & Savings** - University of Phoenix has partnered with numerous businesses to offer benefits and savings to alumni. Registered members of the Alumni Association can take advantage of the many businesses that offer special rates through the University Marketplace available through the Alumni Association website.

- **Phoenix Focus** - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, and reports the latest on industry trends and career news. Do you have a success story to share? Drop us an email at alumni@phoenix.edu.

- **Get Connected** - Connect and network with fellow graduates. Join the Alumni Association on Facebook, LinkedIn, and Twitter.

Scholarships

- **Paying It Forward®** - Each year University of Phoenix alumni have the opportunity to nominate a deserving individual, who is not currently enrolled, for one of thirty full-tuition scholarships to pursue an undergraduate degree at University of Phoenix online or at a location nearby. Think of someone you know who could benefit from furthering his or her education, and look for the nomination application this fall.

- **Forever a Phoenix** - Just for alumni. The program awards five full-tuition scholarships towards a bachelor’s or master’s degree program. The application requirements are simple. If you are University of Phoenix alumni, who are not currently enrolled, you qualify.

Additional Information

Visit us on the Web at alumni.phoenix.edu
800.795.2586
E-mail address: alumni@phoenix.edu
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Admission Procedures

Application Process
Potential students applying for admission to the University’s undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn if formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins coursework under Registered status will be admitted to the degree program.

Undergraduate students who have served in the military service must submit their Army American Council on Education Registry Transcript System (AARTS) or Sailor/Marine American Council on Education Registry Transcript (SMART), Coast Guard Institute (CGI) or discharge papers (DD214) for review for potential transfer credits. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions
Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. Students must sign a “Transcript Request Form” for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits
All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

Foreign Academic Records
Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements. All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix.

An applicant submitting academic records from Albania, Algeria, Andorra, Angola, Anguilla, Antigua, Argentina, Armenia, Aruba, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Barbuda, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Botswana, Brazil, British Virgin Islands, Brunei/Brunei-Darussalam, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Congo, Democratic Republic of Congo, Costa Rica, Cote d’Ivoire, Croatia, Cuba, Cyprus, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, French Guiana, French Polynesia, Gabon, Gambia, Georgia, Germany, Ghana, Greece, Grenada, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos People’s Democratic Republic, Latvia, Lebanon, Lesotho, Liberia, Libya Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Malawi, Malaysia, Maldives, Mali, Mauritania, Mauritius, Mexico, Republic of Moldova, Monaco, Mongolia, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, Netherland Antilles, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia (Russian Federation), Rwanda, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saudi Arabia, Scotland, Senegal, Serbia, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, South Africa, South Korea, Spain, Sri Lanka, St. Vincent and The Grenadines, Sudan, Sweden, Switzerland, Syria, Tajikistan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turks and Caicos Islands, Union of Socialist Republics (U.S.S.R.), Uganda, Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Western Samoa, Venezuela, Vietnam, Yemen, Yugoslavia, Zambia or Zimbabwe may be evaluated internally by the central Office of Admissions & Evaluation or evaluated by an external evaluation service approved by the University of Phoenix. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification.

Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credential evaluation service or evaluation performed by the Central Office of Admissions & Evaluation. Original academic records or copies of academic records that have been verified as authentic by the issuing institution are required to be on file prior to a student gaining unconditional admission to the University. If the academic records are in another language, a certified English translation or translation performed by the central Office of Admissions and Evaluation (Spanish and French only) is required. The University will accept translations from the issuing institution or an official translation service.

Non–Native Speakers of English
An applicant who does not have appropriate English language
experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review. It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
• The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:

• Be a legal resident of the United States
• Have been granted permanent residency
• Have a valid visa that does not prohibit educational studies
• Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
• Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

Applicants who reside in Canada must meet one of the following requirements:

• Be a legal resident of Canada
• Be a landed immigrant
• Have a valid visa that does not prohibit educational studies
• A completed and signed undergraduate application
• A signed Enrollment/Disclosure Agreement.

Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
University Orientation Workshops

Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus).

Students will be granted Orientation Pending (OP) admitted status once all admission documents have been received, the admission file has been reviewed and all admission requirements for the chosen program have been met. Upon successful completion of the Orientation and evaluation of all transfer credits, students on OP status will be upgraded and the admission status will be updated to Admitted (AM).

Attendance and participation in the Orientation is required. To successfully complete the Orientation and receive an Orientation Complete (OC), students must attend all three weeks and submit all assignments by the Orientation end date.

Students who do not successfully complete the Orientation will receive an Orientation Not Complete (ON) and will remain on Orientation Pending (OP) admission status. Students will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

Orientation Extended (OX) status is only awarded to eligible students who require special accommodations. The OX status provides students with an additional 3-9 weeks to complete the Orientation Workshop. If a student does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status. Students may request additional extensions.

The Orientation must be successfully completed prior to enrollment in a credit-bearing degree applicable course.

Students, who list more than 24 previous college credits as recognized by the University on the admissions application, are not required to complete a University Orientation Workshop.

Re-entry students who were previously admitted to the University are not required to complete the Orientation upon re-entry to the University.

First-Year Sequence

The following First-Year Sequence is applicable to students starting on or after February 1, 2010. Students who begin courses prior to February 1, 2010 will not be required to complete the First-Year Sequence.

All students entering undergraduate degree programs (other than LVN/BSN, LPN/BSN, BSN, RSL, and BSED/F) who have fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the following First-Year Sequence:

Courses requiring prerequisites are identified by a ~ symbol following the course number.

GEN 195 (Required as first course)................................. 3 credits Foundations of University Studies
SCI 163 ................................................................. 3 credits Elements of Health and Wellness
FP 120 ................................................................. 3 credits Essentials of Personal Finance
COM 170 .............................................................. 3 credits Elements of University Composition and Communication I

COM 172 .............................................................. 3 credits Elements of University Composition and Communication II

Students who list more than 24 previous college credits as recognized by the University on the admissions application are not required to complete the First-Year Sequence.

Students who begin courses prior to February 1, 2010. Students who begin courses prior to February 1, 2010 will not be required to complete the First-Year Sequence.

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Students who begin courses prior to February 1, 2010 will not be required to complete the First-Year Sequence.
PSY 211 .......................................................... 3 credits

Essentials of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

HUM 114 .......................................................... 3 credits

Critical Thinking and Creative Problem Solving

This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

HUM 186 ~ .......................................................... 3 credits

Media and American Culture

The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

Academic Progression

Students entering the University bachelor degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, BSLS, and BSED/E) with fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.

Math and English Prerequisites

In line with the mission of the University’s General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must satisfy prerequisites in the areas of math and English. Math and English prerequisites may be satisfied in one of the following ways:

• Successful completion of University of Phoenix math and English courses.
• Transfer credit may be used by students who have achieved a C- or better in a comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill math and English prerequisites must be eligible to receive general education credit.
• Achieve a passing score on the College Mathematics CLEP exam and/or a passing score on the College Composition CLEP exam.

• Students in the state of Florida who have passed the CLAST exam will have satisfied math and English prerequisites.

All students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English prerequisites.

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information after the applicable required course of study. Students requesting course waivers must make formal written requests to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the university where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

Degree Requirements

Students must complete the minimum number of upper and/or lower division credits that make up the required course of study. Completion of the Comprehensive General Education Program, including a minimum number of credits distributed among Liberal Arts and Interdisciplinary components is also required. Degree requirements may vary by program and may be found after each required course of study.

Degree Completion Options

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

• Complete additional upper or lower division elective courses offered by the University of Phoenix;
• Complete approved CLEP, Excelsior, or DANTES examinations;
• Participate in the Prior Learning Assessment process as described in this catalog; or
• Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, creative thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University’s general education program embraces four goals:

• To refine students’ abilities to apply problem–solving skills in many settings and contexts.
• To promote students’ active awareness of their relationships to the natural, social, and cultural environments.
• To develop students’ appreciation for and commitment to lifelong learning.
• To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is being taken to satisfy graduation requirements, the courses being taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

**Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of traditional liberal arts categories. The number of credits required in each category varies by program and may be found after each program. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

**Communication Arts**, credit requirements vary by program
Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**English/Language Arts**, credit requirements vary by program
Course work in the English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**Mathematics**, credit requirements vary by program
Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

**Social Sciences**, credit requirements vary by program
Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Social Studies**, credit requirements vary by program
Course work in the social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Humanities**, credit requirements vary by program
Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Fine Arts**, credits requirements vary by program
Course work in the fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Science/Technology**, credit requirements vary by program
Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth’s physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Additional Liberal Arts**, credit requirements vary by program
Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.
**Interdisciplinary Component**

**Interdisciplinary, credit requirements vary by program**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students’ exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Professional Development Component**

**Professional Development, 3 credits**

GEN 300, Skills for Professional Development, is required as the first course for all undergraduate students. It is part of the required course of study. This course focuses on the knowledge and skills necessary for a returning adult student to be successful. It also introduces students to the theories of adult learning that underlie their professional programs. **Note:** This requirement can also be filled with GEN 101 for ICS students. ICS students will be required to complete other upper division elective or business credits in the BSB program to satisfy degree requirements. The upper division credit must be business-related for Bachelor of Science in Business students.

**Integrating Component**

**Integrating, 3 credits**

GEN 480, This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

BUS 475, The integrated business topics course examines strategic personal and professional growth, the benefits of lifelong learning, framework, a number of the courses required for the professional integration of theory and practice. Within that philosophical assessment of individual outcomes to determine content mastery. In addition to the 54 credits in this prescribed General Education curriculum, the assessment of individual outcomes to determine content mastery. Oregon Administrative Rule section 583-030-0035(5)(b)(C), which states in part: “... No more than 25 percent of an undergraduate degree program may be earned through award of credit for noncollegiate work.” Oregon considers noncollegiate work to be learning validated by a student “portfolio,” a credit evaluation guide issued by the American Council on Education, or some similar criterion. Oregon’s allowance for 25 percent of a program typically translates into approximately 30 semester credits for a bachelor’s degree and approximately 15 credits for an associate’s degree. Oregon does allow a full year of an undergraduate academic program (including an associate’s) to be awarded through a combination of noncollegiate learning and advanced placement credit from passing examinations such as those from the College Level Examination Program (CLEP), provided noncollegiate learning does not exceed 25 percent of the program.

**Faculty Assessment Evaluations**

Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association. The University maintains a centralized Prior Learning Assessment team within University Services which directs evaluations and controls for the assessment of prior learning for credit.

**Prior Learning Assessment Submission and Posting & Fees**

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment.
Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.

Transcription of Prior Learning Assessment Credits
Credits awarded are posted to student transcripts by Prior Learning Assessment. Since these credits are a permanent part of a student’s academic record, fees are non-refundable.

Privacy of Portfolio
The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential. For this reason, access to portfolio submissions is limited to members of the University’s assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom examples.

Standardized Credit Recommendations
Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion. Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Estimated Program Length
To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
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COLLEGES OF ARTS AND SCIENCES

Arts and Sciences is responsible for developing and offering liberal arts degree programs as well as general education courses which support the University’s undergraduate degree programs. General education course work seeks to broaden students’ outlook and to establish a strong foundation for lifelong learning. Program requirements are designed to assist students in developing communications and problem solving skills needed for professional growth, and to strengthen students’ appreciation of the larger social, political, scientific, and aesthetic culture.

The colleges work closely with other academic departments and faculty throughout the university to design curricular offerings which reflect the unique character of University of Phoenix students and degree programs.

There are three colleges in Arts and Sciences, the College of Natural Sciences, College of Humanities, and the College of Social Sciences. Arts and Sciences faculty hold graduate degrees and have completed substantial graduate level study appropriate to the academic field in which they are teaching. In addition, many Arts and Sciences faculty members have extensive practical experience in their professions.

All Arts and Sciences faculty are committed to the central role of general education in undergraduate degree programs.

In its commitment to help adult learners achieve their professional and personal goals, the University of Phoenix recognizes the role of general education in ensuring students’ success in the classroom, the workplace, and the communities in which they live. The general education curriculum prepares students with the foundation skills and philosophical orientation necessary to succeed in their professional programs. It also ensures that students have a broad exposure to the liberal arts, and that they explore diverse content areas to add depth to their academic and professional knowledge base. This preparation includes the development of the basic techniques of intellectual inquiry and self-reflection that guide continuous growth and development of the individual throughout life.

The basic tenets of liberal arts - communication, critical thinking, information utilization, collaboration, ethics and professional growth - are integrated throughout the professional curricula, e.g., through writing across the curriculum, the infusion of diversity issues, and a universal focus on critical thinking skills.

COLLEGE OF HUMANITIES

The College of Humanities provides a solid foundation in communication arts, history, philosophy, diversity, ethics and the arts. As part of a liberal arts education, students develop broad or general knowledge as well as strengthen a student’s skills in analytical thinking, problem-solving, independent thinking and acceptance of new ideas, as well as other cultures and peoples. Knowledge in these areas enhances a student’s understanding and appreciation of the world around them, and can be integrated across many areas throughout a student’s life, as well as prepare them to make positive contributions to their community and workplace.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students must consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

BS/COM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number.

- GEN 300 ~3 credits
- Skills for Professional Development
- COM 310 ~3 credits
- Communications: Theories and Practice
- COM 320 ~3 credits
- Interpersonal Communication
- COM 330 ~3 credits
- Small Groups and Team Communication
- COM 340 ~3 credits
- Mass Communication
- COM 350 ~3 credits
- Organizational Communication
- COM 360 ~3 credits
- Intercultural Communication
- CIS 319 ~3 credits
- Computers and Information Processing
- VCT 300 ~3 credits
- Image Editing
- VCT 310 ~3 credits
- Web Design
- VCT 320 ~3 credits
- Electronic Publishing
- COM 400 ~3 credits
- Media and Society
- COM 410 ~3 credits
- Management, Leadership, and Communication
All undergraduate students are required to complete the
Must include at least 3 credits in the physical or biological sciences
credits of Communication Arts
Oregon campus students must use writing courses to complete the 6

Additional Admission Requirements for the BS/COM
• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
(California High School Proficiency Examination) certificate.

Degree Completion Requirements for the BS/COM
• Completion of a minimum of 120 credits that include the
following distribution:
  • A minimum of 57 upper division credits.
  • All students must meet the General Education areas
  approved by the university.
  • A minimum program grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits
  required by their degree program.
  • All undergraduate students are required to complete the
minimum general education credits required by their program
version.

General Education Requirements for the BS/COM
A minimum of 54 of the 120 credits must be in the general education
areas approved by the University.
Communication Arts, 6 credits
Oregon campus students must use writing courses to complete the 6
credits of Communication Arts
Mathematics, 6 credits
Science/Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits
Social Sciences, 6 credits
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits
Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students
must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general education
credits required for their program.
For a description of the preceding general education areas, see the
Undergraduate Programs section within this catalog.

Academic Progression Requirements for BS/COM
All students entering undergraduate degree programs who list less
than 24 previous college credits as recognized by the university on
the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from
the First-Year Sequence prior to enrolling in any other
General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year
Sequence.
• HUM 114 will be required as the last course in the First-Year
Sequence. All other FYS requirements must be satisfied prior to
enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course
requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher
grade),
  • University of Phoenix Prior Learning Assessment, (30 credit
limit on experiential learning; 30 credit limit on professional
training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must
be comparable in content and credits to the University
course it is replacing and must be an equivalent level or
higher level course.
• Concurrent enrollment is prohibited during any of the courses
in the First-Year Sequence.
• Students who list 24 or more previous college credits, as
recognized by the university on the admissions application,
must take GEN 200 Foundations for General Education and
Professional Success as the first course with University of
Phoenix and are not required to enroll in the First-Year
Sequence.
• Students who list 24 or more previous college credits, as
recognized by the University on the admissions application, and
who do not enroll in the First-Year Sequence, may not enroll in
any course from the First Year Sequence to satisfy programmatic
prerequisites, general education or elective requirements. (e.g.,
taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN
300 and choose to transition to the First-Year Sequence are not
required to take GEN 195.
• Students may not complete any of the First-Year Sequence
courses via Directed Study.

Residency Requirements and Course Waivers for BS/COM
Students must meet the established University residency require-
ment for degree conferral. The University requires that the major-
ity of coursework, 30 credits from a combination of the Required
Course of Study, General Education, and Electives must be com-
pleted at University of Phoenix.
Students in this program may waive a maximum of 30 credits from
their required course of study on the basis of regionally or
approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the major, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the major. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the major, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: GEN 300, COM 480

### Course Descriptions for the BS/COM

**GEN 300**

#### Interpersonal Communication

This course presents the knowledge, skills and understanding necessary for people to communicate effectively in a variety of personal, social, and professional situations. The course approaches communication as a holistic, culture-laden experience that is non-verbal as well as verbal. Interpersonal communication is examined as a process that is inextricably involved with personal identity, human relationships, and power dynamics.

**COM 320**

#### Small Groups and Team Communication

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

**COM 340**

#### Mass Communication

This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

**COM 350**

#### Organizational Communication

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

**COM 360**

#### Intercultural Communication

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

**CIS 319**

#### Computers and Information Processing

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

**VCT 300**

#### Image Editing

This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.
VCT 310 ......................................................................................... 3 credits

Web Design

This course focuses on the principles of good web design and the essential role of the web designer in today's business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce, and marketing.

VCT 320 ......................................................................................... 3 credits

Electronic Publishing

This course presents the essential role of electronic publishing in the delivery of information to today's businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

COM 400 ......................................................................................... 3 credits

Media and Society

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 410 ......................................................................................... 3 credits

Management, Leadership, and Communication

This course focuses on the development of communication styles, strategies, and skills necessary to manage and lead in business and professional situations. Students will analyze communication needs and context, devise strategies, and execute them to develop communication styles appropriate for contemporary workforces. The principles and practices of this course apply to non-profit philanthropic and cultural organizations as well as the business sector.

COM 420 ......................................................................................... 3 credits

Creativity and Communication

Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of ‘creative’ is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.

COM 430 ......................................................................................... 3 credits

Public Relations and Public Affairs

Expanding upon the communication model of sender, channel, and receiver, this course explores the communication processes in the public arena, commercial, non-profit, and public interest-based. Professional and ethical foundations will be explored as well as the tools and techniques of these professional practices.

COM 440 ......................................................................................... 3 credits

Communication Law

This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 ......................................................................................... 3 credits

Ethics and Communication

While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 460 ......................................................................................... 3 credits

Communication for Training and Development

Effective training is based on effective communication. Regardless of the content or skill being training, essential communication principles must be followed to ensure effective training takes place. This course focuses on those principles by examining their application in the process of designing and delivering training for adults. Training designed for business, civic, and philanthropic organizations will be considered.

COM 470 ......................................................................................... 3 credits

Mediation and Conflict Resolution

Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480 ......................................................................................... 3 credits

Communication Capstone Course

This is the capstone course for students pursuing the bachelor’s of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

MTH 220 ......................................................................................... 3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
COMM 215 ................................................................. 3 credits Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.
The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today's working environment.

Bachelor of Science in Psychology

The following Bachelor of Science in Psychology (BS/P) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bp-p.

PSY 460 ~ ................................................................. 3 credits

GEN 200............................................................................3 credits Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101............................................................................3 credits Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

BSP Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number.

GEN 300.............................................................................3 credits Skills for Professional Development
PSY 300 ~ ........................................................................3 credits General Psychology
PSY 310 ~ ........................................................................3 credits History and Systems of Psychology
PSY 355 ~ ........................................................................3 credits Motivational Processes in Human Psychology
PSY 315 ~ ........................................................................3 credits Statistical Reasoning in Psychology
PSY 340 ~ ........................................................................3 credits Biological Foundations of Psychology
PSY 360 ~ ........................................................................3 credits Cognitive Psychology
PSY 375 ~ ........................................................................3 credits Life Span Human Development
PSY 390 ~ ........................................................................3 credits Learning and Cognition
PSY 400 ~ ........................................................................3 credits Social Psychology
PSY 405 ~ ........................................................................3 credits Theories of Personality
PSY 410 ~ ........................................................................3 credits Abnormal Psychology
PSY 435 ~ ........................................................................3 credits Industrial/Organizational Psychology
PSY 450 ~ ........................................................................3 credits Diversity and Cultural Factors in Psychology
Environmental Psychology
PSY 475 ~ ................................................................. 3 credits
Psychological Tests and Measurements
PSY 480 ~ ................................................................. 3 credits
Elements of Clinical Psychology
PSY 490 ~ ................................................................. 3 credits
Capstone Course in Psychology

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BS/P
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Degree Completion Requirements for the BS/P
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.

General Education Requirements for the BS/P
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts Requirement(s) 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts
Humanities Requirement(s) 6 credits
Mathematics Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Must include at least three (3) credits in the physical or biological sciences
Social Science Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
Additional Liberal Arts Requirement(s) 6 credits
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BS/P
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the applications are required to enroll in the First-Year Sequence:
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BS/P
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
Students in this program may waive a maximum of 24 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the major, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
The course must have been completed and transcripted from a University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the major. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the major, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C-” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: GEN 300, PSY 490

<table>
<thead>
<tr>
<th>Course Descriptions for the BSP</th>
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</thead>
<tbody>
<tr>
<td>GEN 300 ................................................................. 3 credits</td>
</tr>
</tbody>
</table>

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

| PSY 300 ................................................................. 3 credits |

**General Psychology**

General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.

| PSY 310 ................................................................. 3 credits |

**History and Systems of Psychology**

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

| PSY 355 ................................................................. 3 credits |

**Motivational Processes in Human Psychology**

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

| PSY 315 ................................................................. 3 credits |

**Statistical Reasoning in Psychology**

This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

| PSY 340 ................................................................. 3 credits |

**Biological Foundations of Psychology**

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

| PSY 360 ................................................................. 3 credits |

**Cognitive Psychology**

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

| PSY 375 ................................................................. 3 credits |

**Lifespan Human Development**

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

| PSY 390 ................................................................. 3 credits |

**Learning and Cognition**

This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

| PSY 400 ................................................................. 3 credits |

**Social Psychology**

This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
Theories of Personality

This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

Abnormal Psychology

This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

Industrial/Organizational Psychology

This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

Diversity and Cultural Factors in Psychology

This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students’ frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

Environmental Psychology

In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

Psychological Tests and Measurements

This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.

Elements of Clinical Psychology

This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

Capstone Course in Psychology

This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Skills for Lifelong Learning

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

Psychological Tests and Measurements

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
The Bachelor of Science in Human Services

The following Bachelor of Science in Human Services (BSHS) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Human Services is intended to give graduates knowledge and basic skills to work in the human services industry. The Bachelor of Science in Human Services is an integrated program combining academic instruction in the foundations of human services such as counseling, social work and psychology with applied skills for students whose goal is a career in the growing field of human services. This major is designed to be an applied degree, which teaches strategies and techniques of intervention and good management practices for intervention at individual, family, group, organization, and community levels. Human services graduates are prepared to provide services in a variety of community settings. This program takes an interdisciplinary approach to the development of a student’s knowledge and skills and provides instruction in four major areas: theoretical foundations, diversity and population needs, research and program evaluation, and intervention methods and skills. Students obtain a background in social work, enabling them to work in managed care, government agencies, and other provider organizations.

For more information about our graduation rates, the median debt of students who completed the program, and other important background in social work, enabling them to work in managed care, government agencies, and other provider organizations.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSHS
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHS
- Completion of a minor of 120 credits that include the following distribution:
  - A minimum of 63 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.00.
  - A minimum of 120 total credits that include a minimum of 63 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

General Education Requirements for the BSHS
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least three credits in physical or biological sciences

Humanities, 6 credits

Social Science, 6 credits

Additional Liberal Arts, 3 credits

Interdisciplinary Requirements, 15 credits

Professional Development, 3 credits

### Required Course of Study for the BSHS

Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 301</td>
<td>Introduction to Human Services</td>
<td>3 credits</td>
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<tr>
<td>BSHS 311</td>
<td>Models of Effective Helping</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 321</td>
<td>Communication Skills for the Human Services Professional</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 331</td>
<td>Professional, Ethical, and Legal Issues in Human Services</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 341</td>
<td>Field Experience/Part I</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 351</td>
<td>Technology in Human Services</td>
<td>3 credits</td>
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<tr>
<td>BSHS 361</td>
<td>Child Development</td>
<td>3 credits</td>
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<tr>
<td>BSHS 371</td>
<td>Adult and Family Development</td>
<td>3 credits</td>
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<tr>
<td>BSHS 381</td>
<td>Research and Statistics for the Social Sciences</td>
<td>3 credits</td>
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<tr>
<td>BSHS 391</td>
<td>Lifelong Learning and Professional Development</td>
<td>3 credits</td>
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<tr>
<td>BSHS 401</td>
<td>Case Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 411</td>
<td>Field Experience/Part II</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 421</td>
<td>Cultural Diversity and Special Populations</td>
<td>3 credits</td>
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<tr>
<td>BSHS 431</td>
<td>Dependency and Addictions</td>
<td>3 credits</td>
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<tr>
<td>BSHS 441</td>
<td>Advocacy and Mediation</td>
<td>3 credits</td>
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<tr>
<td>BSHS 451</td>
<td>Program Design and Proposal Writing</td>
<td>3 credits</td>
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<tr>
<td>BSHS 461</td>
<td>Building Community in Organizations</td>
<td>3 credits</td>
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<tr>
<td>BSHS 471</td>
<td>Mental Health and Crisis Intervention Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 481</td>
<td>Working with Groups</td>
<td>3 credits</td>
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<tr>
<td>BSHS 491</td>
<td>Field Experience/Part III</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEN 480</td>
<td>Interdisciplinary Capstone Course</td>
<td>3 credits</td>
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### Required Course of Study for the BSHS

The Bachelor of Science in Human Services Required Course of Study for the BSHS is designed to be an applied degree, which teaches strategies and techniques of intervention and good management practices for intervention at individual, family, group, organization, and community levels. Human services graduates are prepared to provide services in a variety of community settings. This program takes an interdisciplinary approach to the development of a student’s knowledge and skills and provides instruction in four major areas: theoretical foundations, diversity and population needs, research and program evaluation, and intervention methods and skills. Students obtain a background in social work, enabling them to work in managed care, government agencies, and other provider organizations.

For more information about our graduation rates, the median debt of students who completed the program, and other important background in social work, enabling them to work in managed care, government agencies, and other provider organizations.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSHS
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHS
- Completion of a minor of 120 credits that include the following distribution:
  - A minimum of 63 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.00.
  - A minimum of 120 total credits that include a minimum of 63 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

General Education Requirements for the BSHS
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least three credits in physical or biological sciences

Humanities, 6 credits

Social Science, 6 credits

Additional Liberal Arts, 3 credits

Interdisciplinary Requirements, 15 credits

Professional Development, 3 credits
BSHS 301 is completed as part of the required course of study
Integrating, 3 credits

GEN 480 is completed as part of the required course of study
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSHS
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First-Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSHS
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix
Students in this program may waive a maximum of 33 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course, which meets the following criteria:
- The course must have been completed and transcription from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to 30 credits of the required course of study. Students must substitute upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
- The following courses in the required course of study may not be waived: BSHS 301, BSHS 341, BSHS 411, BSHS 491, GEN 480

Residency Requirements and Course Waivers for the BSHS
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix
Students in this program may waive a maximum of 33 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course, which meets the following criteria:
- The course must have been completed and transcription from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to 30 credits of the required course of study. Students must substitute upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
- The following courses in the required course of study may not be waived: BSHS 301, BSHS 341, BSHS 411, BSHS 491, GEN 480
Course Description for the BSHS

BSHS 301 ................................................................. 3 credits
Introduction to Human Services

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 311 ................................................................. 3 credits
Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

BSHS 321 ................................................................. 3 credits
Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

BSHS 331 ................................................................. 3 credits
Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 341 ................................................................. 3 credits
Field Experience/Part I

This course provides information and support to assist students in their first field experience placement in a human services organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a ten-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the twelve core competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, as well as education, training, and self development.

BSHS 351 ................................................................. 3 credits
Technology in Human Services

This course is a survey of the use of communications technology in Human Services. It examines how technology affects the delivery of Human Services and how technology is used in delivering the service. Students are required to have access to the Internet and have a valid e-mail address to take this course.

BSHS 361 ................................................................. 3 credits
Child Development

In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within those domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

BSHS 371 ................................................................. 3 credits
Adult and Family Development

In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today’s society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.

BSHS 381 ................................................................. 3 credits
Research and Statistics for the Social Sciences

This course provides an overview of research methods and appropriate use of statistics in the social sciences. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistics software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 391 ................................................................. 3 credits
Lifelong Learning and Professional Development

This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.

BSHS 401 ................................................................. 3 credits
Case Management

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.
Building Community in Organizations
Program Design and Proposal Writing

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities while in the field experience. Students will learn to present issues for supervision.

BSHS 411 ................................................................. 3 credits
Field Experience/Part II

This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the role of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 421 ................................................................. 3 credits
Cultural Diversity and Special Populations

Students will explore rich and unique features of ethnically diverse populations and “special populations,” and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 431 ................................................................. 3 credits
Dependence and Addictions

Students will be introduced to the addictions process involved in alcohol, chemical, and other dependence areas. The role of addiction within society, the criminal justice system, and treatment areas will be explored.

BSHS 441 ................................................................. 3 credits
Advocacy and Mediation

This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the role of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 451 ................................................................. 3 credits
Program Design and Proposal Writing

This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 461 ................................................................. 3 credits
Building Community in Organizations

This course provides a framework for understanding organizational communities as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

BSHS 471 ................................................................. 3 credits
Mental Health and Crisis Intervention Practices

Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

BSHS 481 ................................................................. 3 credits
Working with Groups

The course provides students with knowledge, awareness and skill building in group work. Content emphasizes such areas as different types of groups (task, psycho-educational, counseling, and psychotherapy), group dynamics, group norms and boundaries, leadership styles, and leading and co-leading. Ethics, standards for best practice, principles for diversity-competent group workers, confidentiality, and selection procedures are included as key components for effective group work practice.

BSHS 491 ................................................................. 3 credits
Field Experience, Part III

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes.

GEN 480 ................................................................. 3 credits
Interdisciplinary Capstone Course

This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 ............................................................ 3 credits
Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

The Bachelor of Science in Human Services/Management

The following Bachelor of Science in Human Services (BSHS/M) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Human Services/Management program prepares graduates by giving them knowledge and basic administrative skills to work in the human services industry. The Bachelor of Science in Human Services/Management is an integrated program combining academic instruction in the foundations of human services with the management skills of planning, organizing leading, assessing, and evaluating. BSHS/M students prepare for careers in management in the growing field of human services. This program is designed to be an applied degree that includes teaching in the human services setting and techniques of good management practices. Graduates will be prepared to use sound management practices in a variety of human services settings. This undergraduate degree program has a 60-credit major course of study. In addition, students must satisfy general education and elective requirements to meet the 120-credit minimum required for completion of the degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bshs-m.

Required Course of Study for the BSHS/M

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSHS 302 ~ ................................................................. 3 credits
Introduction to Human Services

BSHS 322 ~ ................................................................. 3 credits
Communication Skills for the Human Services Professional

MGT 331 ................................................................. 3 credits
Organizational Behavior

BSHS 312 ................................................................. 3 credits
Models of Effective Helping

MGT 330 ................................................................. 3 credits
Management: Theory, Practice and Application

BSHS 342 ................................................................. 3 credits
Human Lifespan Development

MGT 350 ................................................................. 3 credits
Critical Thinking: Strategies in Decision Making

BSHS 402 ................................................................. 3 credits
Case Management

BSHS 332 ................................................................. 3 credits
Professional, Ethical, and Legal Issues in Human Services

MGT 449 ................................................................. 3 credits
Quality Management and Productivity

FIN 324 ................................................................. 3 credits
Financial Analysis for Managers I

BSHS 442 ................................................................. 3 credits
Research and Statistics

BSHS 462 ................................................................. 3 credits
Building Community in Organizations

MKT 421 ................................................................. 3 credits
Marketing

BSHS 452 ................................................................. 3 credits
Program Design and Proposal Writing

Gene 480 ................................................................. 3 credits
Interdisciplinary Capstone Course

The University reserves the right to modify the required course of study.

Additional Admission Requirements of the BSHS/M

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHS/M

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

Mathematics, 6 credits
Science and Technology, 6 credits
*Must include at least three credits in the physical or biological sciences*
Humanities, 6 credits
Social Science, 6 credits
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 15 credits
Professional Development, 3 credits

BSHS 302 is completed as part of the required course of study
Integrating, 3 credits

GEN 480 is completed as part of the required course of study

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.

Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)

Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSHS/M

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix

Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing. The following courses in the required course of study may not be waived. BSHS 302, GEN 480

**Course Descriptions for the BSHS/M**

**BSHS 302.................................................................................. 3 credits**

*Introduction to Human Services*

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

**BSHS 322.................................................................................. 3 credits**

*Communication Skills for Human Services Professional*

This course explores the theory and practice of professional communication skills, including active listening, interviewing, verbal and nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

**BSHS 332.................................................................................. 3 credits**

*Organizational Behavior*

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in organizations in the new millennium.

**BSHS 312.................................................................................. 3 credits**

*Models of Effective Helping*

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

**BSHS 342..................................................................................3 credits**

*Case Management*

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

**BSHS 402 ..................................................................................3 credits**

*Management: Theory, Practice, and Application*

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

**BSHS 350 ..................................................................................3 credits**

*Critical Thinking: Strategies in Decision Making*

The course provides students opportunities for analysis, synthesis, prescription, and application roles of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with, diverse workforce and dynamic work place. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems as well as provide strategic direction.

**BSHS 402 ..................................................................................3 credits**

*Professional, Ethical, and Legal Issues in Human Services*

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

**BSHS 409 ..................................................................................3 credits**

*Quality Management and Productivity*

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies that will aid managers in assuring that the organization’s quality system is effectively meeting the organization’s continuous improvement goals.
FIN 324..................................................................................... 3 credits

Financial Analysis For Managers I
This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.

BSHS 442................................................................. 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.

PSY 428................................................................. 3 credits

Organizational Psychology
This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

BSHS 352................................................................. 3 credits

Technology in Human Services
This course is a survey of the use of communications technology in human services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the internet and have a valid e-mail address to take this course.

BSHS 422................................................................. 3 credits

Cultural Diversity and Special Populations
Students will explore rich and unique features of ethnically diverse populations and “special populations,” and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 382................................................................. 3 credits

Research and Statistics for the Social Sciences
This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become “informed consumers” of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 462................................................................. 3 credits

Building Community in Organizations
This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. Emphasis will be placed on the skills of working effectively in community.

MKT 421................................................................. 3 credits

Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

BSHS 452................................................................. 3 credits

Program Design and Proposal Writing
This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

GEN 480 ................................................................. 3 credits

Interdisciplinary Capstone Course
This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 ............................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena. Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum, health care students have the opportunity to select a concentration that is designed to expand their professional opportunities. 

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSHA Foundation Courses**

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<td>Skills for Lifelong Learning</td>
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<tr>
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**BSHA Required Course of Study**

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**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

The University of Phoenix, 2011

COLLEGE OF NATURAL SCIENCES

The foundation of today's technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem-solving skills that form the basis for lifelong learning.

The College of Natural Sciences offers a variety of courses in natural, environmental, and life sciences as well as programs in health administration, environmental sciences, and biology.

**The Bachelor of Science in Health Administration**

The following Bachelor of Science in Health Administration (BSHA) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena. Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum, health care students have the opportunity to select a concentration that is designed to expand their professional opportunities. 

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

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HCS 446 ~ ................................................................. 3 credits
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

The University reserves the right to modify the required course of study as necessary.

Additional Admission Requirements BSHA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - Oregon students must fulfill the Additional Liberal Arts area with three (3) credits in the physical or biological sciences.
  - A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

General Education Requirements for the BSHA

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s): 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

Mathematics Requirement(s): 6 credits
Science & Technology Requirement(s): 6 credits
Must include at least 3 credits in the physical or biological sciences

Humanities Requirement(s): 6 credits
Social Science Requirement(s): 6 credits
Additional Liberal Arts Requirement(s): 6 credits
Oregon students and students attending Online who reside in Oregon must fulfill this content area with three (3) credits in the physical or biological sciences

Interdisciplinary Requirement(s): 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSHA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.

In order to be granted a waiver with credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for Information Security & Technology courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 200, HCS 449

**Course Descriptions for the BSHA**

**GEN 200**............................................................................................................3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**HCS 212**...........................................................................................................3 credits

**Health Care Vocabulary**

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

**HCS 235**...........................................................................................................3 credits

**Health Care Delivery in the United States**

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

**HCS 245**...........................................................................................................3 credits

**Introduction to Health and Disease**

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

**HCS 320**...........................................................................................................3 credits

**Health Care Communication Strategies**

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCS 325**...........................................................................................................3 credits

**Health Care Management**

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

**HCS 335**...........................................................................................................3 credits

**Health Care Ethics and Social Responsibility**

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.
HCS 341.................................................................................... 3 credits

Human Resources in Health Care
This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 483.................................................................................... 3 credits

Health Care Information Systems
The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490.................................................................................... 3 credits

Health Care Consumer - Trends and Marketing
In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405.................................................................................... 3 credits

Health Care Financial Accounting
This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440.................................................................................... 3 credits

Economics: The Financing of Health Care
This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 465.................................................................................... 3 credits

Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 451.................................................................................... 3 credits

Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

Comm 215 ................................................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

Gen 101 ................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

Gen 300 ................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Health Management

HCS 457 ................................................................................... 3 credits

Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 430 ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 ................................................................. 3 credits
Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader’s role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 455 ................................................................. 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 446 ................................................................. 3 credits
Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 449 ................................................................. 3 credits
Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COLLEGE OF CRIMINAL JUSTICE AND SECURITY

The College of Criminal Justice and Security prepares students for professional and management-related careers in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students. It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSCJA Foundation Courses

GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success
CJA 204 ~ ................................................................. 3 credits
Introduction to Criminal Justice
CJA 214 ~ Introduction to Police Theory and Practices 3 credits
CJA 224 ~ Introduction to Criminal Court Systems 3 credits
CJA 234 ~ Introduction to Corrections 3 credits

**BSCJA Required Course of Study**

CJA 304 ~ Interpersonal Communications 3 credits
CJA 314 ~ Criminal Law 3 credits
CJA 324 ~ Criminal Procedure 3 credits
CJA 334 ~ Ethics in Criminal Justice 3 credits
CJA 344 ~ Research Methods in Criminal Justice 3 credits

**BSHS Required Course of Study**

BSHS 441 ~ Advocacy and Mediation 3 credits
BSHS 471 ~ Models of Effective Helping 3 credits

Concentration in Human Services

The BSCJA Human Services concentration is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-hs.

CJA 354 ~ Cultural Diversity Issues in Criminal Justice 3 credits
CJA 364 ~ Criminal Procedure 3 credits
CJA 374 ~ Juvenile Justice Systems and Processes 3 credits
CJA 384 ~ Criminal Organizations 3 credits
CJA 394 ~ Contemporary Issues and Futures in Criminal Justice 3 credits

Students must select one concentration in a particular area of study at the time of enrollment.

Students may also complete an additional concentration. Please contact your academic representative for more information.

**Concentration in Management**

The BSCJA Management concentration is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree concentration focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-m.

CJA 444 ~ Organizational Behavior and Management 3 credits
CJA 454 ~ Criminal Justice Management Theory and Practice 3 credits
CJA 464 ~ Criminal Justice Policy Analysis 3 credits
CJA 474 ~ Managing Criminal Justice Personnel 3 credits
CJA 484 ~ Criminal Justice Administration Capstone 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BSCJA**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

**General Education Requirements for the BSCJA**

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

**Communication Arts,** 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

**Mathematics,** 6 credits

**Science and Technology,** 6 credits

Must include at least three credits in physical or biological sciences

**Humanities,** 6 credits

**Social Science,** 6 credits

**Additional Liberal Arts,** 6 credits

**Interdisciplinary Requirements,** 18 credits
Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Degree Requirements for the BSCJA**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  - Students will declare a concentration at the time of enrollment.
  - The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the BSCJA**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the BSCJA**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years (5 years for Information Security and Technology courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to 30 credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 200, CJA 484

**Course Descriptions for the BSCJA**

**GEN 200 ................................................................................... 3 credits**

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

CJA 204..................................................................................... 3 credits

**Introduction to Criminal Justice**

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214..................................................................................... 3 credits

**Introduction to Policy Theory and Practices**

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 224..................................................................................... 3 credits

**Introduction to Criminal Court Systems**

This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234..................................................................................... 3 credits

**Introduction to Corrections**

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 304..................................................................................... 3 credits

**Interpersonal Communications**

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 314..................................................................................... 3 credits

**Criminology**

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324..................................................................................... 3 credits

**Ethics in Criminal Justice**

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 334..................................................................................... 3 credits

**Research Methods in Criminal Justice**

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344..................................................................................... 3 credits

**Cultural Diversity Issues in Criminal Justice**

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 354..................................................................................... 3 credits

**Criminal Law**

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.
This course focuses on the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

**CJA 364** ................................................................. 3 credits
**Criminal Procedure**
This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

**CJA 374** ................................................................. 3 credits
**Juvenile Justice Systems and Processes**
This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

**CJA 384** ................................................................. 3 credits
**Criminal Organizations**
This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

**CJA 394** ................................................................. 3 credits
**Contemporary Issues and Futures in Criminal Justice**
This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

**COMM 215** ............................................................. 3 credits
**Essentials of College Writing**
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

**GEN 101** ................................................................. 3 credits
**Skills for Lifelong Learning**
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University library and learn how to access resources successfully.

**GEN 300** ................................................................. 3 credits
**Skills for Professional Development**
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**Course Descriptions for the Concentration in Human Services**

**BSHS 311** .............................................................. 3 credits
**Models of Effective Helping**
This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

**BSHS 401** .............................................................. 3 credits
**Case Management**
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

**BSHS 441** .............................................................. 3 credits
**Advocacy and Mediation**
This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

**BSHS 471** .............................................................. 3 credits
**Mental Health and Crisis Intervention Practices**
Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.
CJA 484.----------------------------------------------- 3 credits
Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Management
CJA 444.----------------------------------------------- 3 credits
Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 454.----------------------------------------------- 3 credits
Criminal Justice Management Theory and Practice
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 464.----------------------------------------------- 3 credits
Criminal Justice Policy Analysis
This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 474.----------------------------------------------- 3 credits
Managing Criminal Justice Personnel
This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 484.----------------------------------------------- 3 credits
Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.
The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSB Program Category Requirements - A Track and B Track

Introductory Course, 3 total credits
GEN 200 (For A Track only) .................................................. 3 credits
Foundations for General Education and Professional Success
GEN 195 (For B Track only) .................................................. 3 credits
Foundations of University Studies
Communications, 3 total credits
BCOM 275 ~ ........................................................................ 3 credits
Business Communications and Critical Thinking
Business Information Systems, 3 total credits
BIS 220 ~ ............................................................................ 3 credits
Introduction to Computer Applications and Systems
Management, 6 total credits
MGT 230 ~ ............................................................................ 3 credits
Management Theory and Practice
MGT 311 ~ ............................................................................ 3 credits
Organizational Development
Accounting, 6 total credits
ACC 290 ~ ............................................................................ 3 credits
Principles of Accounting I
ACC 291 ~ ............................................................................ 3 credits
Principles of Accounting II

Ethics & Social Responsibility, 3 total credits
ETH 316 ~ ............................................................................ 3 credits
Ethics and Social Responsibility
Economics, 6 total credits
ECO 372 ~ ............................................................................ 3 credits
Principles of Macroeconomics
ECO 365 ~ ............................................................................ 3 credits
Principles of Microeconomics
Business Law, 3 total credits
LAW 421 ~ ............................................................................ 3 credits
Contemporary Business Law
Finance, 3 total credits
FIN 370 ~ ............................................................................ 3 credits
Finance for Business
Marketing, 3 total credits
MKT 421 ~ ............................................................................ 3 credits
Marketing
Research and Statistics, 6 total credits
RES 351 ~ ............................................................................ 3 credits
Business Research
QNT 351 ~ ............................................................................ 3 credits
Quantitative Analysis for Business
Business Capstone, 3 total credits
BUS 475 ~ ............................................................................ 3 credits
Integrated Business Topics

Students must select one concentration in a particular area of study at the time of enrollment.

Students may also complete an additional concentration. Please contact your academic representative for more information.

Accounting Concentration

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field.

Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-acc.

ACC 349 ~ ............................................................................ 3 credits
Cost Accounting
ACC 421 ~ ............................................................................ 3 credits
Intermediate Financial Accounting I
ACC 422 ~ ............................................................................ 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ............................................................................ 3 credits
Intermediate Financial Accounting III
ACC 497 ~ ............................................................................ 3 credits
Advanced Topics in Accounting Research
The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

Management Concentration

The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mgt.

Students must choose three of the following courses:

- PHL 458 ~ 3 credits
- Creative Minds and Critical Thinking
- MGT 498 ~ 3 credits
- Strategic Management

The Marketing Concentration addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing concentration builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mkt.

Students must choose three of the following courses:

- COM 340 ~ 3 credits
- Mass Communication
- COM 400 ~ 3 credits
- Media and Society
- MKT 438 ~ 3 credits
- Public Relations

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements BSB

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits

A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172

Oregon campus students, enrolled in the A Track, must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus. B Track students will meet this requirement by completing COM 170 and COM 172.

Mathematics Requirement(s) 6 credits

Must include MTH 209 or higher

Science & Technology Requirement(s) 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

B Track must include: HUM 114

Social Science Requirement(s) 6 credits

B Track must include: PSY 211

Additional Liberal Arts Requirement(s) 6 credits

Interdisciplinary Requirement(s) 18 credits

B Track must include: FP 120
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Academic Progression Requirements for the BSB**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the BSB**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and waivered from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: ACC 497, BCOM 275, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300
Course Descriptions for the BSB

GEN 200 .............................................................................................................. 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195 .............................................................................................................. 3 credits
Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

BCOM 275 .............................................................................................................. 3 credits
Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

BIS 220 .................................................................................................................. 3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including work processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 230 .................................................................................................................. 3 credits
Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 .................................................................................................................. 3 credits
Organizational Development
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290 .................................................................................................................. 3 credits
Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 .................................................................................................................. 3 credits
Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 316 .................................................................................................................. 3 credits
Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

ECO 372 .................................................................................................................. 3 credits
Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365 .................................................................................................................. 3 credits
Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

LAW 421 .................................................................................................................. 3 credits
Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 .................................................................................................................. 3 credits
Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
MKT 421 .................................................................................... 3 credits

**Marketing**

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

RES 351 .................................................................................... 3 credits

**Business Research**

This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351 .................................................................................... 3 credits

**Quantitative Analysis for Business**

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 .................................................................................... 3 credits

**Integrated Business Topics**

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

COMM 215 ................................................................................ 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ................................................................................... 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ................................................................................... 3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................................... 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 ................................................................................... 3 credits

**College Mathematics II**

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

ACC 349 ................................................................................... 3 credits

**Course Descriptions for the Accounting Concentration**

ACC 421 ................................................................................... 3 credits

**Cost Accounting**

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 422 ................................................................................... 3 credits

**Intermediate Financial Accounting I**

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 423 ................................................................................... 3 credits

**Intermediate Financial Accounting II**

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423................................. 3 credits
Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 497..................................................... 3 credits
Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

Course Descriptions for the Management Concentration

PHL 458................................. 3 credits
Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

MGT 498..................................................... 3 credits
Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

HRM 300..................................................... 3 credits
Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 326..................................................... 3 credits
Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

LDR 300..................................................... 3 credits
Innovative Leadership
This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MGT 360..................................................... 3 credits
Green and Sustainable Enterprise Management
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 411..................................................... 3 credits
Innovative and Creative Business Thinking
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, readings and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 426..................................................... 3 credits
Managing Change in the Workplace
This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

MGT 435..................................................... 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

Course Descriptions for the Marketing Concentration

MKT 435..................................................... 3 credits
Consumer Behavior
This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.
Integrated Marketing Strategies
This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

Mass Communication
This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

Public Relations
This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

Bachelor of Science in Management
The following Bachelor of Science in Management (BSM) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Management degree program is designed to develop the professional knowledge and skills of general managers in any organization. It enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of general management principles. It emphasizes skills necessary to align resources and to improve communication, productivity, and effectiveness. Participants are taught how to manage innovation and apply professional skills and knowledge, all within a customer focused atmosphere.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSM Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>GEN 300</td>
<td>3 credits</td>
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<tr>
<td>Skills for Professional Development</td>
<td></td>
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<tr>
<td>MGT 330 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Management: Theory, Practice, &amp; Application</td>
<td></td>
</tr>
<tr>
<td>MGT 350 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Critical Thinking: Strategies in Decision Making</td>
<td></td>
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<tr>
<td>SOC 315 ~</td>
<td>3 credits</td>
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<tr>
<td>Cultural Diversity</td>
<td></td>
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<tr>
<td>PHL 323 ~</td>
<td>3 credits</td>
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<tr>
<td>Ethics in Management</td>
<td></td>
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<tr>
<td>RES 320 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Foundations of Research</td>
<td></td>
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<tr>
<td>PSY 428 ~</td>
<td>3 credits</td>
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<tr>
<td>Organizational Psychology</td>
<td></td>
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<tr>
<td>COMM 470 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Communicating in the Virtual Workplace</td>
<td></td>
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<tr>
<td>PSY 320 ~</td>
<td>3 credits</td>
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<tr>
<td>Human Motivation</td>
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<tr>
<td>PSY 430 ~</td>
<td>3 credits</td>
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<tr>
<td>Team Dynamics for Managers</td>
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<tr>
<td>TEC 401 ~</td>
<td>3 credits</td>
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<tr>
<td>Human Factors in Technology</td>
<td></td>
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<tr>
<td>FIN 324 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Financial Analysis for Managers I</td>
<td></td>
</tr>
<tr>
<td>Three Upper Division Electives 3 credits each</td>
<td></td>
</tr>
<tr>
<td>GEN 480 ~</td>
<td>3 credits</td>
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<tr>
<td>Interdisciplinary Capstone Course</td>
<td></td>
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</tbody>
</table>

The University reserves the right to modify the required course of study.

All BSM students must complete a minimum of 45 upper division credits to include the required course of study. Upper division electives, maybe satisfied with any upper division University of Phoenix, course Prior Learning Credit, transferable course work, or nationally testing credit.

Additional Admission Requirements for the BSM
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Degree Requirements for the BSM

The degree requirements for this program are the following:
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
• Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred. Students with an associate degree in business, management, arts, general studies, liberal arts, nursing or pre-medicine are not eligible for an emphasis.

General Education Requirements for the BSM

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

- Communication Arts Requirement(s) 6 credits
- Humanities Requirement(s) 6 credits
- Mathematics Requirement(s) 6 credits
- Science & Technology Requirement(s) 6 credits
- Social Science Requirement(s) 6 credits
- Interdisciplinary Requirement(s) 15 credits
- Additional Liberal Arts Requirement(s) 3 credits
- Professional Development Requirement(s) 3 credits
- GEN 300 is completed as part of the required course of study
- Integrating Requirement(s) 3 credits
- GEN 480 is completed as part of the required course of study
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSM

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: GEN 300, MGT 350, RES 320, PSY 430, GEN 480

### Course Descriptions for the BSM

#### Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MGT 330 .................................................................................. 3 credits

#### Management: Theory, Practice, and Application

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

MGT 350 .................................................................................. 3 credits

#### Critical Thinking: Strategies in Decision Making

This course provides students opportunities for analysis, synthesis, prescription, and application roles of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with, diverse workforce and dynamic work place. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems as well as provide strategic direction.

SOC 315 .................................................................................. 3 credits

### Cultural Diversity

This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Workplace issues related to employee diversity in terms of gender, race or ethnicity, socioeconomic class, and cultural background are emphasized.

PHL 323 .................................................................................. 3 credits

#### Ethics in Management

This course provides opportunities for the analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization.

RES 320 .................................................................................. 3 credits

#### Foundations of Research

This course is introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

PSY 428 .................................................................................. 3 credits

#### Organizational Psychology

This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

COMM 470 .................................................................................. 3 credits

#### Communication in the Virtual Workplace

This course offers guidance and examples on how to communicate effectively in a workplace that is increasingly dependent upon technology as a means to communicate globally. The course provides students with an understanding of technology-mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, Internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.

PSY 320 .................................................................................. 3 credits

#### Human Motivation

This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 430..................................................................................... 3 credits
Team Dynamic for Managers
This course provides an exploration into how managers and employees work in groups for the completion of organizational objectives. Emphasis is placed on the growing dependency on self-directed work teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results via team dynamics. In addition, impacts upon customer satisfaction are explored.

TEC 401 .................................................................................... 3 credits
Human Factors in Technology
This course provides an understanding of the effective integration of technology to improve organizational performance. Students will learn how to evaluate strategies for utilizing technology to support personal and organizational growth. Additionally, students will examine the increasing influence of e-commerce on the role of managers in the workforce. Impacts of the effective integration of technology upon customer relationships are also explored.

FIN 324..................................................................................... 3 credits
Financial Analysis For Managers I
This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.

GEN 200 ................................................................................... 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ................................................................................... 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation, and maintenance.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

A Track Required Introductory Course

GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success

B Track Required Introductory Course

GEN 195 ................................................................. 3 credits
Foundations of University Studies

BSIT Required Course of Study - A Track and B Track

CIS 207 ~ ................................................................. 3 credits
Information Systems Fundamentals
PRG 211 ~ ................................................................. 3 credits
Algorithms and Logic for Computer Programming
WEB 240 ~ ................................................................. 3 credits
Web Design Fundamentals
POS 355 ~ ................................................................. 3 credits
Introduction to Operating Systems
ENG 221 ~ ................................................................. 3 credits
Technical Writing Fundamentals
BSA 310 ~ ................................................................. 3 credits
Business Systems
BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
CMGT 410 ~ .............................................................. 3 credits
Project Planning & Implementation
DBM 380 ~ ................................................................. 3 credits
Database Concepts
CMGT 400 ~ .............................................................. 3 credits
Intro to Information Assurance & Security
NTC 362 ~ ................................................................. 3 credits
Fundamentals of Networking
PRG 420 ~ ................................................................. 3 credits
Java Programming I
MTH 221 ~ ................................................................. 3 credits
Discrete Math for IT
CMGT 445 ~ .............................................................. 3 credits
Application Implementation

Concentration in Software Engineering

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-se.

PRG 421 ~ ................................................................. 3 credits
Java Programming II
BSA 385 ~ ................................................................. 3 credits
Intro to Software Engineering
CSS 422 ~ ................................................................. 3 credits
Software Architecture
POS 408 ~ ................................................................. 3 credits
.NET I
POS 409 ~ ................................................................. 3 credits
.NET II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.

- All students must complete the minimum number of credits required by their degree program.

- All undergraduate students are required to complete the minimum general education credits required by their program version.

- Students will declare a concentration at the time of enrollment.

The diploma awarded for this program will read as:

Bachelor of Science in Information Technology and will not reflect the concentration. Concentrations are reflected on the transcript only.
General Education Requirements for the BSIT
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Oregon campus students, enrolled in the A Track, must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus. B Track students will meet this requirement by completing COM 170 and COM 172.

Mathematics Requirement 6 credits
(Must include MTH 220, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts Requirement 6 credits

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Academic Progression Requirements for the BSIT

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.

• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).

Residency Requirements and Course Waivers for the BSIT

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years (ten years for MTH 221) of application to the University with a grade of "C" (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program. This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the Required Course of Study may not be waived: GEN 200
Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).

Course Descriptions for the BSIT

GEN 200................................................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195.................................................................................. 3 credits

Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

CIS 207 .................................................................................... 3 credits

Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

PRG 211 .................................................................................... 3 credits

Algorithms and Logic for Computer Programming
This course provides students with a basic understanding of programming development processes. Concepts covered include the application of algorithms and logic to the design and development of computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files.

WEB 240 .................................................................................... 3 credits

Web Design Fundamentals
This course introduces development tools and techniques used to publish Web pages on the World Wide Web. Students use basic hypertext markup language, scripting and presentational technologies to create web sites without the aid of a software authoring application. Topics include XHTML, CSS, JavaScript, server hosting, site publication, site maintenance and Search Engine Optimization.

POS 355 ..................................................................................... 3 credits

Introduction to Operating Systems
This course is an introduction to operating system concepts, which include process, memory, file, and network management. Both mainframe and desktop operating systems are used as illustrative examples.

ENG 221 ..................................................................................... 3 credits

Technical Writing Fundamentals
This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.

BSA 310 ..................................................................................... 3 credits

Business Systems
This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal and operations. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 375 ..................................................................................... 3 credits

Fundamentals of Business Systems Development
This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

CMGT 410 ................................................................................3 credits

Project Planning and Implementation
This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, scheduling, budgeting, tracking and controlling.

DBM 380 ..................................................................................... 3 credits

Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, logical design, data administration and normalization. The course uses Microsoft Visio.

CMGT 400 ................................................................................3 credits

Intro to Information Assurance & Security
This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.

NTC 362 ..................................................................................... 3 credits

Fundamentals of Networking
NTC 362 provides a foundation in the basic Telecommunications technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications and network security.
PRG 420 ................................................................. 3 credits

**Java Programming I**

This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

MTH 221 ................................................................. 3 credits

**Discrete Math for Information Technology**

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

CMGT 445 ............................................................. 3 credits

**Application Implementation**

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COMM 215 ............................................................ 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 220 ................................................................. 3 credits

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MTH 221 ................................................................. 3 credits

**Discrete Math for Information Technology**

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

GEN 101 ................................................................. 3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................. 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

**Course Descriptions for the Concentration in Software Engineering**

PRG 421 ................................................................. 3 credits

**Java Programming II**

This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of data files.

BSA 385 ................................................................. 3 credits

**Intro to Software Engineering**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

CSS 422 ................................................................. 3 credits

**Software Architecture**

This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

POS 408 ................................................................. 3 credits

**.NET I**

This course introduces object-oriented programming in the context of business applications development within the.NET environment. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.NET.

POS 409 ................................................................. 3 credits

**.NET II**

This course continues the subject of Object-Oriented Programming with the.NET environment. It extends the study of Visual Basic programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses Visual Basic.NET.
Admission Procedures

Application Process

Working adults seeking admission to the University’s graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for required transcripts on behalf of the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee covers the student’s expense for requesting official transcripts.

Foreign Academic Records

Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements. All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix.

An applicant submitting academic records from Albania, Algeria, Andorra, Angola, Anguilla, Antigua, Argentina, Armenia, Aruba, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Barbuda, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Botswana, Brazil, British Virgin Islands, Brunei/Brunei-Darussalam, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Congo, Democratic Republic of Congo, Costa Rica, Cote d’Ivoire, Croatia, Cuba, Cyprus, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, French Guiana, French Polynesia, Gabon, Gambia, Georgia, Germany, Ghana, Greece, Grenada, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos People’s Democratic Republic, Latvia, Lebanon, Lesotho, Liberia, Libya Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Malawi, Malaysia, Maldives, Mali, Mauritania, Mauritius, Mexico, Republic of Moldova, Monaco, Mongolia, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, Netherland Antilles, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia (Russian Federation), Rwanda, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saudi Arabia, Scotland, Senegal, Serbia, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, South Africa, South Korea, Spain, Sri Lanka, St. Vincent and The Grenadines, Sudan, Sweden, Switzerland, Syria, Tajikistan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turks and Caicos Islands, Union of Socialist Republics (U.S.S.R.), Uganda, Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Western Samoa, Venezuela, Vietnam, Yemen, Yugoslavia, Zambia or Zimbabwe may be evaluated internally by the central Office of Admissions and Evaluation or evaluated by an external evaluation service approved by the University of Phoenix. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification.

Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Central Office of Admissions & Evaluation. Original academic records or copies of academic records that have been verified as authentic by the issuing institution are required to be on file prior to a student gaining unconditional admission to the University. If the academic records are in another language, a certified English translation or translation performed by the central Office of Admissions and Evaluation (Spanish and French only) is required. The University will accept translations from the issuing institution or an official translation service.
Non–Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:

- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

Applicants who reside in Canada must meet one of the following requirements:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A completed and signed graduate application and application fee
- A signed Enrollment/Disclosure Agreement.
**Estimated Program Length**

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
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COLLEGES OF ARTS AND SCIENCES

The Colleges of Arts and Sciences offer a variety of graduate degree programs in the following content areas: psychology, counseling and health administration. With the evolution of workplace issues and trends these advanced degrees provide students with a combination of theoretical frameworks and practical applications related to the professional content areas. Many of the degree offerings also provide an opportunity to select a specialization which can enhance the educational experience as well as adding leverage to the students professional and career development.

COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today's working environment.

Master of Science in Psychology

The following Master of Business in Psychology (MS/P) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Psychology program focuses on the general rather than clinical psychological study of individuals, including their behaviors, thought processes, and emotions. The courses in this program do not have a clinical emphasis and do not lead to professional licensure. The program will provide supervisors and managers in business, marketing, human resources, government services or education with an understanding of the cognitive and affective processes that underlie the individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles to inter- and intra-personal issues. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MS/P Required Course of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 505</td>
<td>3 credits</td>
</tr>
<tr>
<td>Communication Skills for Graduate Study</td>
<td></td>
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<tr>
<td>PSYCH 500 ~</td>
<td>3 credits</td>
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<tr>
<td>Lifespan Development</td>
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<tr>
<td>PSYCH 504 ~</td>
<td>3 credits</td>
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<tr>
<td>Personality Theories</td>
<td></td>
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<tr>
<td>PSYCH 515 ~</td>
<td>3 credits</td>
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<tr>
<td>Advanced Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYCH 525 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Measurements and Statistics</td>
<td></td>
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</tbody>
</table>

Additional Admission Requirements for the MS/P

- An undergraduate degree from a regionally approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MS/P**

The degree completion requirements for this program are as follows:

- Completion of a minimum of 39 credits.
- A minimum program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the MS/P

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

**Residency Requirements and Course Waivers**

- Completion of a minimum of 39 credits.
- A minimum program grade point average (GPA) of 3.0.
- Approval of the course for transferability by the University.
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses in the Required Course of Study may not be waived: COM 505

Course Descriptions for the MSP

COM 505 .............................................................................. 3 credits
Communication Skills for Graduate Study
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and Learning Team processes.

PSYCH 500 .............................................................................. 3 credits
Lifespan Development
This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

PSYCH 504 .............................................................................. 3 credits
Personality Theories
This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems and the underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives. Students also learn to recognize strategies and approaches in psychology that reflect identified personality theories as a foundation.

PSYCH 515 .............................................................................. 3 credits
Advanced Abnormal Psychology
This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

PSYCH 525 .............................................................................. 3 credits
Measurements and Statistics
This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement practices that are relevant to the mastery of examination procedures in psycho-educational assessment, organizational assessment, and clinical evaluations that use standardized testing instruments, criterion based assessments and the Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYCH 540 .............................................................................. 3 credits
Research Methodology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students become critical evaluators of research, with emphasis placed on engaging the students in analytical reading of research literature in psychology and the application of skills in conducting primary behavioral research.

PSYCH 535 .............................................................................. 3 credits
Multicultural Psychology
This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.

PSYCH 555 .............................................................................. 3 credits
Survey of Professional Psychology
This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

PSYCH 550 .............................................................................. 3 credits
Psychology of Learning
This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis on human learning from both behavioral and cognitive perspectives.

PSYCH 555 .............................................................................. 3 credits
Social Psychology
This course covers the basic theoretical foundations and recurrent themes in social psychology, including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. Emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.
PSYCH 560 ................................................................. 3 credits
Cognitive Psychology
This course surveys what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and the processes and pathology of language and thought. Cognitive models of information processing in humans and animals are reviewed.

PSYCH 570 ................................................................. 3 credits
Organizational Psychology
This course is an in-depth look at organizational psychology and therefore covers the organizational side of the field, including the impact of the organizations on the individual and on groups of individuals. The dynamics and cultural characteristics of organizations are identified and described in-depth, and organizational development and change are given particular emphasis as well.

PSYCH 575 ................................................................. 3 credits
Physiological Psychology
This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.
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The University of Phoenix School of Business offers the Master of Business Administration and Master of Management. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas.

**Master of Business Administration**

The following Master of Business Administration (MBA) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization’s plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

Students may also complete an additional concentration. Please contact your academic representative for more information.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### MBA Program Category Requirements

#### Management, 3 total credits
- MGT 521 .................................................................3 credits

#### Human Capital Management, 3 total credits
- HRM 531 ~ .........................................................3 credits

#### Business Law, 3 total credits
- LAW 531 ~ .........................................................3 credits

#### Organizational Leadership, 3 total credits
- LDR 531 ~ ..........................................................3 credits

#### Quantitative Reasoning for Business, 3 total credits
- QRB 501 ..........................................................3 credits

#### Economics, 3 total credits
- ECO 561 ..............................................................3 credits

#### Accounting, 3 total credits
- ACC 561 .............................................................3 credits

#### Applied Business Research and Statistics, 3 total credits
- QNT 561 ..........................................................3 credits

#### Operations Management, 3 total credits
- OPS 571 ..............................................................3 credits

#### Corporate Finance, 3 total credits
- FIN 571 .............................................................3 credits

#### Marketing, 3 total credits
- MKT 571 .............................................................3 credits

#### Strategic Planning and Implementation, 3 total credits
- STR 581 .............................................................3 credits

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
• A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
• A minimum grade point average (GPA) of 3.0.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as:
  Master of Business Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the MBA
• MGT 521 must be the first course taken.
• QRB 501 must be satisfied prior to progressing in courses in Economics, Accounting, Applied Business Research & Statistics, Operations Management, Corporate Finance, Marketing, and Strategic Planning & Implementation.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
• In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  • The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Management (MGT 521) may not be waived.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.
• The following courses may not be waived: ACC 541, CAP GM591, EM 555, EM 595, G115 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, PM 598, QRB 501, STR 581

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

Students must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Course Descriptions for the MBA

MGT 521 .................................................................................. 3 credits
Management

This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.

HRM 531 .................................................................................. 3 credits
Human Capital Development

This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

LAW 531 .................................................................................. 3 credits
Business Law

This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LDR 531 .................................................................................. 3 credits
Organizational Leadership

This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

QRB 501 .................................................................................. 3 credits
Quantitative Reasoning for Business

This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
ECO 561 ................................................................. 3 credits
Economics
This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

ACC 561 ................................................................. 3 credits
Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

QNT 561 ................................................................. 3 credits
Applied Business Research and Statistics
This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

OPS 571 ................................................................. 3 credits
Operations Management
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

FIN 571 ................................................................. 3 credits
Corporate Finance
This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

MKT 571 ................................................................. 3 credits
Marketing
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR 581 ................................................................. 3 credits
Strategic Planning and Implementation
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
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The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialling requirements.

The College of Education works closely with other departments responsible for providing and administering academic preparation at the University and with each campus to ensure the quality delivery of all courses and programs.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:

- A completed and signed graduate application and application fee
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students are required to submit immunization information to the University, if required in the state in which they reside, according to applicable University procedures. Unless state laws require otherwise, any student who does not comply with this requirement will be allowed to complete only the course in which they are currently registered and will not be allowed to enroll in subsequent courses until any required vaccination is obtained and/or required affirmation is provided to the University.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.
- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
Master of Arts in Education/Elementary Teacher Education Early Childhood

The following Master of Arts in Education (MAEd) program is approved to be offered at the University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education - Early Childhood (MAED/TEDEE) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEE program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-teede.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 .................................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 (entry point) .............................................................1 credit
Professional Communication

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 508 ~ ............................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ................................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ............................................................................... 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~............................................................................... 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 530 .................................................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
SPE 514 ..................................................................................... 2 credits
Survey of Special Populations
MTE 553 ................................................................................... 3 credits
Instruction and Assessment of English Language Learners

Elementary Methods and Assessment, 10 total credits
MTE 531 .................................................................................. 2 credits
Curriculum Constructs & Assessment: History/Social Science
MTE 532 .................................................................................. 4 credits
Curriculum Constructs and Assessment: Science & Mathematics
MTE 534 .................................................................................. 2 credits
Curriculum Construct & Assessment: Visual and Performing Arts
MTE 537 .................................................................................. 2 credits
Curriculum Construct & Assessment: Physical Education and Health

Student Teaching, 8 total credits
MTE 598 ~ .................................................................................. 4 credits
Student Teaching Part A
MTE 599 ~ .................................................................................. 4 credits
Student Teaching Part B

Grade Level Specializations, 6 total credits
ECH 506 .................................................................................. 3 credits
Introduction to Early Childhood Education
ECH 542 .................................................................................. 3 credits
Early Childhood Play Theories

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TEDEE

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside.
• A minimum equivalent of three (3) years post-high school work or volunteer experience.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Verification of fingerprint clearance

Academic Progression Requirements for the MAED/TED-EE
Candidates must provide verification of the following prior to beginning their student teaching experience:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
- Verification of the completion of 100 hours of field experience

Minimum Grade Requirements for the MAED/TED-EE
A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: MTE 598, MTE 599
Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Requirements for the MAED/TED-EE
- Completion of a minimum of 47 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education/Elementary Education Early Childhood

Institutional Recommendation for the MAED/TED-EE
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-EE
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses may not be waived in the MAED/TED programs: COM 516, MTE 508, MTE 520, MTE 532, MTE 544, MTE 546, MTE 547, MTE 548, MTE 562, MTE 580, MTE 598, MTE 599, RDG 530, RDG 542, SPE 542
- Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tr>
<td>MAED/TED-E</td>
<td>MTE 501 MTE 506, MTE 508</td>
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Courses Waived

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<th>Program</th>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<td>MAED/SPE</td>
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<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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Field Experience for the MAED/TED-EE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-EE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Students who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can `student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students enrolled in the Oregon MAED/TEDEM program must complete their middle school student teaching experience in a content area. Students must provide the campus with passing scores on the middle level content area exam prior to student teaching in order to be placed in the appropriate setting.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of State Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

1. Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
2. Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-EE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTE 507</td>
<td>0 credits</td>
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Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ....................................................................................1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................... 2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 508 ................................................................................... 3 credits

Models, Theories, and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 520 ........................................................................................................... 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 508 ........................................................................................................... 2 credits

Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ........................................................................................................... 3 credits

Assessment and Evaluation

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 530 ........................................................................................................... 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SPE 514 ........................................................................................................... 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 553 ........................................................................................................... 3 credits

Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 531 ........................................................................................................... 2 credits

Curriculum Constructs & Assessment: History/Social Science

This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 532 ........................................................................................................... 4 credits

Curriculum Constructs & Assessment: Science & Mathematics

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ........................................................................................................... 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ........................................................................................................... 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 598 ........................................................................................................... 4 credits

Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 599 ................................................................. 4 credits

**Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

ECH 506 ................................................................. 3 credits

**Introduction to Early Childhood Education**

This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 542 ................................................................. 3 credits

**Early Childhood Play Theories**

This course is designed to increase the understanding of children’s play and how it may be used effectively in early childhood academic programs. Theories of children’s play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children.

**Master of Arts in Education/Elementary Teacher Education Middle Level**

The following Master of Arts in Education (MAEd) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education - Middle Level (MAEd/TEDEM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEM program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-teadem.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

MTE 507 ................................................................. 0 credits

Orientation to Teacher Education

**Introductory Course, 1 total credit**

COM 516 (entry point) ............................................. 1 credit

Professional Communications

**Foundations of Education, 2 total credits**

MTE 501 ~ ............................................................ 2 credits

The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**

MTE 508 ~ ............................................................ 3 credits

Models, Theories, and Instructional Strategies

MTE 520 ................................................................. 3 credits

Maintaining an Effective Learning Climate

**Human Development, 2 total credits**

MTE 506 ~ ............................................................ 2 credits

Child and Adolescent Development

**Assessment, 3 total credits**

MTE 562 ~ ............................................................ 3 credits

Assessment and Evaluation

**Reading, 4 total credits**

RDG 530 ............................................................... 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

**Special Populations, 5 total credits**

SPE 514 ................................................................. 2 credits

Survey of Special Populations

MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners

**Elementary Methods and Assessment, 10 total credits**

MTE 531 ................................................................. 2 credits

Curriculum Constructs & Assessment: History/Social Science

MTE 532 ................................................................. 4 credits

Curriculum Constructs and Assessment: Science & Mathematics

MTE 534 ................................................................. 2 credits

Curriculum Construct & Assessment: Visual and Performing Arts

MTE 537 ................................................................. 2 credits

Curriculum Construct & Assessment: Physical Education and Health

**Student Teaching, 8 total credits**

MTE 598 ~ ............................................................ 4 credits

Student Teaching Part A

MTE 599 ~ ............................................................ 4 credits

Student Teaching Part B

**Grade Level Specializations, 6 total credits**

MAT 504 ................................................................. 3 credits

Adolescent Psychology

MAT 538 ................................................................. 3 credits

Middle School Foundations and Philosophy

The University reserves the right to modify the required course of Study.
Additional Admission Requirements for the MAED/TED-EM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  - Verification of fingerprint clearance

Academic Progression Requirements for the MAED/TED-EM

Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
- Verification of the completion of 100 hours of field experience.

Minimum Grade Requirements for the MAED/TED-EM

- A candidate must earn a grade of “B” (grades of “I” and “B-“ are not accepted) or better in the following courses: MTE 598, MTE 599
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Requirements for the MAED/TED-EM

- Completion of a minimum of 47 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).

In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

The diploma awarded for this program will read as follows: Master of Arts in Education/Elementary Teacher Education Middle Level

Institutional Recommendation for the MAED/TED-EM

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their program. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-EM

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
Courses Waived

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MAED/TED programs:
- COM 516, MTE 508, MTE 520, MTE 532, MTE 544, MTE 546, MTE 547, MTE 548, MTE 562, MTE 580, MTE 598, MTE 599, RDG 530, RDG 542, SPE 542

- Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</tbody>
</table>

Field Experience for the MAED/TED-EM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-EM

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students enrolled in the Oregon MAED/TEDEM program must complete their middle school student teaching experience in a content area. Students must provide the campus with passing scores on the middle level content area exam prior to student teaching in order to be placed in the appropriate setting.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of State Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

1. Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
2. Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-EM

MTE 507  ........................................................................................................... 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516.......................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501.......................................................... 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 508.......................................................... 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 520.......................................................... 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in maintaining a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506.......................................................... 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562.......................................................... 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Students learn how to assess using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 530.......................................................... 4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with students in a K-8 school setting, is incorporated into the course requirements.
MTE 531.......................................................... 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
MTE 553.......................................................... 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 532.......................................................... 4 credits
Curriculum Constructs & Assessment: Science & Mathematics
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 534.......................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 598 ................................................................. 4 credits

Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 599 ................................................................. 4 credits

Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MAT 504 ................................................................. 3 credits

Adolescent Psychology

This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538 ................................................................. 3 credits

Middle School Foundations and Philosophy

This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

MTE 537 ................................................................. 2 credits

Master of Arts in Education/Secondary Teacher Education High School/Middle Level

The following Master of Arts in Education (MAEd) program is approved to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education - High School/Middle Level (MAED/TEDMS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMS program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedms.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 (entry point) .................................................. 1 credit
Professional Communication

Foundations of Education, 2 total credits

MTE 501 ~ ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 508 ~ ................................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ................................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ................................................................. 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ................................................................. 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542 ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 6 total credits
CMP 521 ................................................................. 3 credits
Using Computers in Education
MTE 544 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Mathematics
MTE 546 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language
MTE 547 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 548 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Science
MTE 550 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Global Languages
MTE 551 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Physical Education
MTE 560 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Health Science
MTE 580 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Business & Marketing

Student Teaching, 8 total credits
MTE 598 ................................................................. 4 credits
Student Teaching Part A
MTE 599 ................................................................. 4 credits
Student Teaching Part B

Grade Level Specializations, 6 total credits
MAT 504 ................................................................. 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
The University reserves the right to modify the required course of study.

Academic Progression Requirements for the MAED/TED-MS
Candidates must provide verification of the following prior to beginning their student teaching experience:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Candidates enrolled in the MAED/TED-MS who are pursing two content areas must pass the state content knowledge exam in both content areas prior to student teaching.

Minimum Grade Requirements for the MAED/TED-MS
A candidate must earn a grade of “B” (grades of “F” and “D-” are not accepted) or better in the following courses: MTE 598, MTE 599

Additional Admission Requirements for the MAED/TED-MS
All applicants are expected to meet the following admissions requirements:
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.

University of Phoenix, 2011

COLLEGE OF EDUCATION (Oregon)
Degree Requirements for the MAED/TED-MS
• Completion of a minimum of 42 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as follows: Master of Arts in Education/Secondary Teacher Education High School/Middle Level

Institutional Recommendation for the MAED/TED-MS
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-MS
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MAED/TED programs: COM 516, MTE 508, MTE 520, MTE 532, MTE 544, MTE 546, MTE 547, MTE 548, MTE 562, MTE 580, MTE 598, MTE 599, RDG 530, RDG 542, SPE 514
• Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</tbody>
</table>

Field Experience for the MAED/TED-MS
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-MS
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students enrolled in the Oregon MAED/TEDEM program must complete their middle school student teaching experience in a content area. Students must provide the campus with passing scores on the middle level content area exam prior to student teaching in order to be placed in the appropriate setting.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of State Student Teaching
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
1. Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
2. Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-MS
MTE 507.................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516.................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501.................................................................................... 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 508.................................................................................... 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 520.................................................................................... 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506.................................................................................... 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562.................................................................................... 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 542.................................................................................... 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.
MTE 553 ................................................................................... 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 .................................................................................... 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 521 .................................................................................. 3 credits
Using Computers in Education
This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

MTE 544 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Mathematics
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 546 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary English/ Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary History/ Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 548 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 550 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Global Languages
This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 551 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Physical Education
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory; national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.
MTE 560................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Health Science
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 580................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Business and Marketing
This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

MTE 598................................................................................... 4 credits
Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 599 ................................................................. 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MAT 504 ................................................................................... 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538 ................................................................................... 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.
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## TUITION AND FEES

### UNDERGRADUATE (Oregon)

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<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<tr>
<td>Tuition Per Credit</td>
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<tr>
<td>Undergrad (Level 1-2)</td>
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<td>Undergrad (Level 3-4)</td>
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<td>ND-DCE</td>
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<td>Continuing Education Tuition</td>
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<td>Book and Materials Charges</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
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<td>CLEP Examination</td>
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<td>Prior Learning Assessment Fees</td>
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<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
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<td>Per Assessed Credit Fee</td>
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<td>Late Payment Fee</td>
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<tr>
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<td>Transcript Rush</td>
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*NOTE: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
# GRADUATE (Oregon)

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<td>Business</td>
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<td>Late Payment Fee</td>
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## FACILITIES

### Mountain Region

#### Arizona Campuses

**Phoenix Area Campuses**

- **800 776-4867**
- **Chandler Learning Center**
  - 3075 West Ray Rd
  - Suite #117
  - Chandler, AZ 85226-2495
  - 480 557-2800
  - 480 557-2805 FAX

- **Mesa Campus**
  - 1620 South Stapley Drive, Suite#101
  - Mesa, AZ 85204-6634
  - 480 557-2550
  - 480 557-2595 FAX

#### Northern Nevada Campus

- **10345 Professional Circle**
  - Suite #200
  - Reno, NV 89521-5862
  - 775 828-7999
  - 775 852-3384 FAX

- **Southwest Learning Center**
  - 9625 West Saddle Avenue
  - Suite #100
  - Las Vegas, NV 89147-8089
  - 702 638-7279
  - 702 876-3299 FAX

### Plains Region

#### Cheyenne Campus

- **4111 Greenway St.**
  - Cheyenne, WY 82001-2150
  - 307 633-9900
  - 307 632-3158 FAX

- **Fort Collins Learning Center**
  - 2720 Council Tree Ave.
  - Suite #200
  - Fort Collins, CO 80525-6306
  - 970 226-1781

### Southern Arizona

#### Tucson - River Road Campus

- 555 East River Road
  - Suite 201
  - Tucson, AZ 85704-5822
  - 520 408-8202
  - 520 888-6561 FAX

### Idaho Campuses

- **Idaho Campus**
  - 1422 S Tech Lane
  - Meridian, ID 83642
  - 208 898-2000
  - 208 895-9728 FAX

- **Idaho Falls Student Resource Center**
  - 900 Pier View Drive
  - Suite #100
  - Idaho Falls, ID 83402
  - 208 535-3900
  - 208 535-3917 FAX

### Nevada Campuses

- **Las Vegas Main Campus**
  - 7455 W Washington
  - Las Vegas, NV 89128-4337
  - 702 638-7279
  - 702 638-8225 FAX

- **Henderson Learning Center**
  - 7777 Eastgate Road
  - Henderson, NV 89011-4039
  - 702 638-7279
  - 702 558-9705 FAX

- **nellis AFB Campus**
  - 554 MSS/MSE
  - 4475 England Avenue
  - Suite #217
  - 702 652-5527
  - 702 651-0035 FAX

### Northern Nevada Campus

- **10345 Professional Circle**
  - Suite #200
  - Reno, NV 89521-5862
  - 775 828-7999
  - 775 852-3384 FAX

### North Davis Learning Center

- 1366 Legend Hills Drive
  - Suite 200
  - Clearfield, UT 84015-1585
  - 801 825-1891
  - 801 773-5297 FAX

### Pleasant Grove Learning Center

- 2174 West Grove Parkway
  - Pleasant Grove, UT 84062-6711
  - 801 772-4600
  - 801 756-5403 FAX

### South Jordan Learning Center

- 10235 South Jordan Gateway
  - Jordan, UT 84095-4186
  - 801 727-3000
  - 801 727-3030 FAX

### St. George Learning Center

- 965 East 700 South
  - St. George, UT 84790-4082

### Taylorsville Learning Center

- 4393 South Riverboat Road
  - Suite #100
  - Salt Lake City, UT 84123-4617
  - 801 268-1111
  - 801 268-1924 FAX

### Turnpike Campus

- 8700 Turnpike Drive
  - Westminster, CO 80031-7030
  - 303 487-7155
  - 303 487-7161 FAX

### Southern Colorado Campus

- 5725 Mark Dabling Blvd.
  - Colorado Springs, CO 80919-2221
  - 719 599-5282
  - 719 593-9445 FAX

### Colorado Springs Downtown Learning Center

- 2 North Cascade Avenue
  - Suite #100
  - Colorado Springs, CO 80903-1620
  - 719 527-9000
  - 719 527-4892 FAX
Pueblo Student Resource Center
121 West 1st Street
Suite 150A
Colorado Springs, CO 80103-4256
719 544-0015
719 544-1543 FAX

Iowa Campus
Des Moines Campus
6600 Westown Parkway
West Des Moines, Iowa
50266-7724
515 267-8218
515 267-8567 FAX

Cedar Rapids Student Resource Center
3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 396-3513 FAX

Nebraska Campus
Omaha Campus
13321 California Street
Suite 200
Omaha, NE 68154-5240
402 334-4936
402 334-0906 FAX

Sarpy Student Resource Center
7775 Olson Drive
Suite 201
Papillion, NE 68046-1505
402 666-2300
402 666-2380 FAX

Southwest Region
New Mexico Campuses
New Mexico Campus
5700 Pasadena Ave NE
Albuquerque, NM 87113
505 821-4800
505 797-4871 FAX

Kirtland AFB Campus
Albuquerque, NM 87116
800 881-6618
505 846-4141
505 254-9709 FAX

Santa Fe Campus
130 Siringo Road
Santa Fe, NM 87501-5864
505 984-2188
505 984-2365 FAX

Santa Teresa Campus
1270 Country Club Road
Santa Teresa, NM 87113-9725
800 757-7133
505 589-0116
505 589-1711 FAX

Texas Campuses
Austin Campus
10801-2 North Mopac
Suite #300
Austin, TX 78759-5459
512 344-1400
512 340-0933 FAX

East El Paso Learning Center
1320 Adabel Drive
El Paso, TX 79936-6954
Phone: (915) 599-5900
Fax: (909) 599-2354

South Austin Student Resource Center
9900 S. Interstate 35
Suite W150
Austin, TX 78748-2588
512 501-7768
512 280-3536 FAX

Las Colinas Learning Center
1707 Market Place Boulevard
 Irving, TX 75063-8042

Mid Cities Learning Center
860 Airport Freeway
Suite #101
Hurst, TX 76054
817 893-1500
817 514-9074 FAX

Houston Campus
11451 Katy Freeway
Suite #100
Houston, TX 77079-2004
713 465-9966
713 465-2686 FAX

Northwest Houston Learning Center
7900 North Sam Houston Parkway W
Houston, TX 77064-3425
Sugar Land Learning Center
16190 City Walk
Suite #200
Sugar Land, TX 77479-6586
281 566-5000
281 494-7271 FAX

Woodlands Learning Center
24624 Interstate 45 N
Spring, TX 77386
281 298-3500

McAllen Campus
4201 and 4101 South Shary Road
Mission, TX 78572
956 519-5800
956 519-5840 FAX

San Antonio Campus
8200 IH-10 West
Suite #200
San Antonio, TX 78230-3876
210 524-2100

West Loop Learning Center
4888 Loop Central Drive
Houston, TX 77081-2214
Windsor Park Learning Center
8680 Fourwinds Drive
Windcrest, TX 78239
210 428-2150
210 428-2140 FAX

Arlington Student Resource Center
3900 Arlington Highlands Blvd, Suite #237
Arlington, TX 76018-6038
817 505-4200
817 557-2245

Louisiana Campuses
New Orleans Campus
One Galleria Boulevard
Suite #725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

Covington Learning Center
1001 Ochsner Blvd
Suite #100
Covington, LA 70433
985 276-6700
985 276-6730 FAX

Baton Rouge Campus
2431 South Acadian Thruway
Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Lafayette Campus
202 Rue Iberville
Lafayette, LA 70508-3295
337 237-0464

Shreveport-Bossier Campus
350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920
318 549-8921 FAX

Mississippi Campus
Jackson Campus
120 Stone Creek Blvd
Suite 200
Flowood, MS 39232-8205
601 664-9600
601 664-9599 FAX

Oklahoma Campuses
Oklahoma City Campus
6501 North Broadway
Suite 100
Oklahoma City, OK 73116-8244
405 842-8007
405 841-3386 FAX
West Oklahoma City Learning Center
6304 SW 3rd Street
Oklahoma City, OK 73128
405 842-8007
405 787-4295 FAX

Tulsa Campus
14002 East 21st Street
Suite #1000
Tulsa, OK 74134-1412
918 622-4877
918 622-4981

Owasso Learning Center
9455 North Owasso Expy
Suites # I & J
Owasso, OK 74055-5442
918 622-4877
918 274-8666

Midwest Region
800 834-2438
Midwest Region Administration

Kansas Campuses
Lenexa Learning Center
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
913 630-8121
316 630-8095 FAX

Wichita Campus
3020 N Cypress Drive
Suite #150
Wichita, KS 67226-4011

Wichita Student Resource Center
2441 North Maize Road
Wichita, KS 67205
316 670-5300
316 773-2215 FAX

Michigan Campuses
Ann Arbor Learning Center
315 East Eisenhower Parkway, Suite #12
Ann Arbor, MI 48108-3330
734 994-0816
734 994-1663 FAX

Detroit Campus
5480 Corporate Drive,
Suite #240
Troy, MI 48098-2623
248 925-4100
248 267-0147 FAX

Lansing Learning Center
3100 West Road
East Lansing, MI 48823-6369
517 333-8293
517 333-8458 FAX

Minnesota Campuses
Minneapolis/St. Paul Campus
435 Ford Road
Suite #100
St. Louis Park, MN 55426-1063
952 487-7226
952 540-1051 FAX

Downtown Minneapolis Learning Center
701 Fourth Ave South
Suite #500
Minneapolis, MN 55415
612 643-4200
612 338-5021 FAX

St. Paul Learning Center
587 Bielenberg Dr.
Suite #100
Woodbury, MN 55125-1415
651 361-3200
651 714-9564 FAX

Missouri Campuses
Kansas City Campus
1310 East 104th Street
Kansas City, MO 64131
816 943-9600
816 943-6675 FAX

Independence Learning Center
20201 East Jackson Drive
Independence, MO 64057
816 448-2500
816 795-0127 FAX

Northland Learning Center
10150 NW Ambassador Drive
Kansas City, MO 64153-1365

Springfield Campus
1343 East Kingsley Street
Springfield MO 65804-7216
417 887-5795
417 877-8046 FAX

St. Louis Campus
13801 Riverport Drive
Suite #102
St. Louis, MO 63043-4828
314-298-9755
314 291-2901 FAX

Wisconsin Campuses
Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX

Downtown St. Louis Learning Center
211 North Broadway
Suites 120 & 900
St. Louis, MO 63102

Lenexa Learning Center
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600

Ohio Campuses
Cleveland Campus
5005 Rockside Road
Suite #130
Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX

Beachwood Learning Center
3401 Enterprise Parkway
Suite #115
Beachwood, OH 44122-7340
216 378-0473
216 378-0893 FAX

Westlake Learning Center
38 Main Street
Suite #300
Westlake, OH 44145
440 788-2600
440 250-1613 FAX

Cincinnati Campus
9050 Centre Point Drive
Suite #250
West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX

Dayton Learning Center
7695 Poe Avenue
Dayton, OH 45414-2552
937 898-3732
937 898-5071 FAX

Columbus-Ohio Campus
8415 Pulsar Place
Columbus, OH 43240-4032
614 433-0095
614 781-9616 FAX

Wisconsin Campuses
Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX

Downtown St. Louis Learning Center
211 North Broadway
Suites 120 & 900
St. Louis, MO 63102

Lenexa Learning Center
8345 Lenexa Drive
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Lenexa, KS 66214-1654
816 943-9600

Ohio Campuses
Cleveland Campus
5005 Rockside Road
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Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX

Beachwood Learning Center
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9050 Centre Point Drive
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West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX

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937 898-3732
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8415 Pulsar Place
Columbus, OH 43240-4032
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614 781-9616 FAX

Wisconsin Campuses
Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX
North Milwaukee Learning Center
10850 West Park Place
Suite 150
Milwaukee, WI 53224
414 410-7900
414 359-0268 FAX

Madison Campus
2310 Crossroads Drive
Suite 3000
Madison, WI 53718-2416
608 240-4701
608 240-4758 FAX

Fox Valley Learning Center
517 N Westhill Blvd
Appleton, WI 54914-5780
920 993-0492
960 993-0868 FAX

Illinois Campuses
Chicago Campus
1500 Mc Connor Parkway
Suite #700
Schaumburg, IL 60173-4399
847 413-1922
847 413-8706 FAX

Warrenville Learning Center
4525 Weaver Parkway
Warrenville, IL 60555-0317
630 657-7000
630 393-3192 FAX

Tinley Park Learning Center
18927 Hickory Creek Drive
Mokena, IL 60448-8590
815 215-6400
708 478-5836 FAX

Indiana Campuses
Indianapolis Campus
7999 Knue Road
Suites #100 and 500
Indianapolis, IN 46250-1932
317 585-8610
317 585-8670

Plainfield Learning Center
2680 E Main Street
Suites 305 and 308
Plainfield, IN 46168-2825
317-204-1600
317-839-2937 FAX

NW Indiana Campus
8401 Ohio Street
Merrillville, IN 46410-5572
219 794-1500
219 769-6527 FAX

Kentucky Campuses
Florence, KY Learning Center
500 Meijer Drive, Suite 100
Florence, KY 41042-4881
859 212-2800
859 282-1879

Louisville Campus
10400 Linn Station Road
Suite #120
Louisville, KY 40223-3839
502 423-0149
502 423-7719 FAX

Southeast Region
Alabama Campus
100 Corporate Parkway
Suite 250 and 150
Birmingham, AL 35242-2928
205 747-1001
205 421-1201 FAX

Arkansas Campuses
Little Rock Campus
10800 Financial Centre Parkway
Little Rock, AR 72211-3500
501 225-9337
501 223-1431 FAX

Northwest Arkansas Campus
903 N 47th Street
Barrington Centre 2
Rogers, AR 72756-9165
479 986-0385
479 464-4960 FAX

Pinnacle Hills Learning Center
1800 S 52nd Street
Suite #100 and 103
Rogers, AR 72758-8612
479 553-5700
479 553-5701 FAX

Tennessee Campuses
Chattanooga Campus
1208 Pointe Centre Drive
Chattanooga, TN 37421-3707
423 499-2500
423 499-2515 FAX

Knoxville Campus
10133 Sherrill Blvd
Suites 120
Knoxville, TN 37932-3347
865 288-6800
865 288-6801 FAX

Macon Learning Center
6055 Lakeside Commons
Drive Suite #200
Macon, GA 31210-5777
478 475-7200
478 475-7201 FAX

McDonough Learning Center
1350 Scenic Highway N
Suite # 266
Snellville, GA 30078-7907
770 510-7800
770 510-7801 FAX

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Augusta Campus Annex
3152 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Columbus-Georgia Campus
4747 Hamilton Road, Suite E
Columbus, GA 31904-6321
706 320-1266
706 320-1970 FAX

Brookstone Learning Center
200 Brookstone Centre Parkway
Suite 301
Columbus, GA 31904-4559
706 641-3000
706 641-3001 FAX

Gwinnett Learning Center
2470 Satellite Boulevard
Suite #150
Duluth, GA 30096-1257
770 500-1500
770 495-8242 FAX

Marietta Learning Center
1850 Parkway Place
Suite #200
Marietta, GA 30067-8219
678 320-6010
Northern Virginia Campus
11730 Plaza America Drive
Suite #200
Reston, VA 20190-4742
703 376-6100
703 435-2160 FAX

Manassas Learning Center
9705 Liberia Ave
Suite #299
Manassas, VA 20110
571 377-7500
703 331-3141 FAX

Richmond Campus
6600 West Broad Street
Richmond, VA 23230-1709
804 288-3390
804 288-3614 FAX

Virginia Beach Learning Center
150 Central Park Ave
Virginia Beach, VA 23462
757 493-6300
757 499-1671 FAX

Maryland Campuses
Maryland Campus
8830 Stanford Boulevard
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 872-0326 FAX

Greenbelt Learning Center
7852 Walker Drive
Suite #100
Greenbelt, MD 20770-3245
301 345-6710
301 345-8401 FAX

Rockville Learning Center
9601 Blackwell Road,
Suite #1
Rockville, MD 20850-6477
240 314-0511
240 314-0139 FAX

Timonium Learning Center
1954 Greenspring Drive
Suite #100
Timonium, MD 21093-4109
410 560-0055
410 560-1384 FAX

Massachusetts Campuses
Boston Campus
19 Granite Street
Suite #300
Braintree, MA 02184-1744
781 228-4507
602 383-9738 FAX

Central Massachusetts Learning Center
One Research Drive
Westborough, MA 01581-3906
508 614-4100

Burlington Learning Center
One Van de Graaff Drive
Suite #300
Burlington, MA 01803-5171

New Jersey Campus
Jersey City Campus
100 Town Square Place,
Suite #305
Jersey City, NJ 07310-2778
201 610-1408
201 610-0450 FAX

Pennsylvania Campuses
Harrisburg Campus
4050 Crums Mill Road
Harrisburg, PA 17112-2894
717-540-3300
717-540-3301 FAX

Philadelphia Campus
1170 Devon Park Drive
Wayne, PA 19087-2121
610 642-5700
610 642-0390 FAX

City Center Learning Center
30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000
267 561-0874 FAX

Pittsburgh Campus
Penn Center West
Building 6, Suite #100
Pittsburgh, PA 15276-0019
412 747-9000
412 747-0676 FAX

Monroeville Learning Center
201 Penn Center Boulevard,
Building One, Suite #200
Pittsburgh, PA 15235-5435
412 823-8930
412 823-8879 FAX

Washington Learning Center
90 West Chestnut Street
Washington, PA 15301-4524
202 423-4120

West Region
Northern California Central Office and Campuses
Northern California Office
2890 Gateway Oaks Drive,
Suite #100 & 200
Sacramento, CA 95833-3632
800-769-4867
916 923-2107
916 648-9130 FAX

Livermore Learning Center
2481 Constitution Drive
Livermore, CA 94551-7573
800 769-4867
925 847-7640
925 965-6101 FAX

Novato Campus
75 Rowland Way, Suite #100
Novato, CA 94945-5037
877 274-6364
415 898-4449
415 898-9095 FAX

Oakland Learning Center
1200 Clay Street
Suite #200
Oakland, CA 94612-1424
877 478-8336
510 457-3300
510 457-3340 FAX

San Francisco Learning Center
1 Front Street
Suite #200
San Francisco, CA 94111-5398
800 448-6775
415 495-3370
415 495-3505 FAX

Bay Area Campus - San Jose
3590 North First Street
Suite #101
San Jose, CA 95134-1805
800 640-0622
408 435-0174
408 435-8250 FAX

Concord Learning Center
1401 Willow Pass, Suite 200
Concord, CA 94520-7982
800 266-2107
925 349-2300
925 681-2079 FAX

Visalia Learning Center
301 E. Acequia
Visalia, CA 93291-6341

Bakersfield Campus
4900 California Avenue,
Tower A, Suite #300
Bakersfield, CA 93309-7018
800 697-8223
661 633-0300
661 633-2711 FAX

Central Valley Campus
45 River Park Place West
Suite #101
Fresno, CA 93720-1562
888 722-0055
559 451-0334
559 451-0381 FAX

Sacramento Campuses
Sacramento Valley Campus
2890 Gateway Oaks Drive,
Suite #200
Sacramento, CA 95833-3632
916 923-2107
916 648-9110 FAX

Beale AFB Campus
17849 16th Street
Beale AFB, CA 95903-1711
530 788-7810
530 788-0314 FAX

Elk Grove Learning Center
9280 W. Stockton Boulevard
Suite #230
Elk Grove, CA 95758-8073

Fairfield Learning Center
5253 Business Center Drive,
Fairfield, CA 94534-1630
707 207-0750
707 207-0999 FAX

Gateway Oaks Learning Center
2860 Gateway Oaks Drive
Building B, Suite 100 and 200
Sacramento, CA 95833-3632
916 923-2107
916 923-3914 FAX

Lathrop Campus
17000 South Harlan Road
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

Modesto Learning Center
5330 Pirrome Road
Salida, CA 95368
209 543-0153
209 543-0236 FAX
Rancho Cordova Learning Center
2882 Prospect Park Drive
Suite #100
Rancho Cordova, CA 95670-6019
916 636-9440
916 636-9449 FAX

Roseville Learning Center
516 Gibson Drive
Roseville, CA 95678-5791
916 783-4886
916 783-7829 FAX

San Diego Campuses
Palm Desert Learning Center
34100 Gateway Drive
Palm Desert, CA 92211
800 473-4346

San Diego Campus
3890 Murphy Canyon Road,
Suite #100
San Diego, CA 92123-4448
858 576-1287
858 576-0032 FAX

San Marcos Learning Center
300 Rancheros Drive
San Marcos, CA 92069
760 510-8253
760 510-8420 FAX

Stonecrest Campus
9645 Granit Ridge Drive
Suite #250
San Diego, CA 92123-2658
858 576-1287

El Centro Learning Center
3095 N Imperial Ave
Suite #101
El Centro, CA 92243
760 355-1190
760 370-9039 FAX

Southern California Campuses
West Regional Administration
10540 Talbert Avenue,
Suite 120 (West)
Fountain Valley, CA 92708
800 888-1968
714 378-5275 FAX

Corona Student Resource Center
371 Corporate Terrace Circle,
Suite #101
Corona, CA 92879-6028
800 888-1968
951 493-1810 FAX

Culver City Learning Center
200 Corporate Pointe,
Suite A-50
Culver City, CA 90230-7645
800 888-1968

Diamond Bar Campus
1370 South Valley Vista Drive,
Diamond Bar, CA 91765-3921
800 888-1968
818 226-0571 FAX

La Mirada Campus
14320 Firestone Boulevard,
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

Lancaster Learning Center
1220 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
661 940-7203 FAX

Murrieta Learning Center
25240 Hancock Ave
Murrieta, CA 92562-5990
800 888-1968
951 677-1748 FAX

Ontario Learning Center
3110 East Guasti Road,
Ontario, CA 91764-7631
800 888-1968
909 937-2194 FAX

Pasadena Campus I
299 North Euclid Ave.
Suite #100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite #200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

San Diego Campus
1230 Columbia Street
Suite #800
San Diego, CA 92101-0110
800 473-4346

Southern California Campus
1370 South Valley Vista Drive,
Diamond Bar, CA 91765-3921
800 888-1968
1111 940-7203 FAX

Hawaii Campuses
Hawaii Campus
745 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Learning Center
1001 Kamokila Boulevard,
Kapolei, HI 96707-2014
808 693-8686
808 674-2655 FAX

Milani Learning Center
95-1249 E Meheula Parkway
Suite 106
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Washington Campuses
877 877-4867

Western Washington Campus
7100 Fort Dent Way
Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206-246-3111 FAX

Bellevue Learning Center
3380 146th Place SE
Suite #200
Bellevue, WA 98007-6480
425 572-1600
425 373-0423 FAX

Lynnwood Learning Center
20700 44th Ave West
Lynnwood, WA 98036
425 744-3900
425 744-3930 FAX

Tacoma Learning Center
1126 Pacific Ave
Tacoma, WA 98402
253 620-3400
253 620-3430 FAX

Vancouver Campus
8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Eastern Washington Campus
8875 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Tri Cities Student Resource Center
8905 Gage Blvd
Suite #300
Kennewick, WA 99336-7191
509 736-2930
509 736-2649 FAX

Oregon Campuses
Oregon Campus
1321 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX
Cascades Station Learning Center
9600 NE Cascades Parkway
Suite #140
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

Hillsboro Learning Center
3600 NW John Olsen Place
Suite 100
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Salem Learning Center
670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695

Online Region
Online Campus and Administrative Offices
3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

International Campuses
European Military Campus
Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

Asia Pacific Military Campus
Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX
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Southern California Campus
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   Campus Director
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   Director of Academic Affairs
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   Academic Affairs
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  Director of Academic Affairs |
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  Associate Director of Academic Affairs  
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  Campus Director  
  Marybeth Rardin  
  Director of Academic Affairs  |
NORTHEAST REGION

Boston Campus
Allison Moroz
   Director of Academic Affairs
Jodi Ashbrook
   Campus Director

Delaware Campus
Tim Gilrain
   Campus Director

Fairfield County Campus
Nancy Pluzdak
   Campus Director
Amanda Manners
   Director of Academic Affairs

Harrisburg Campus
Vacant
   Campus Director
Lisa Koogle
   Director of Academic Affairs

Jersey City Campus
Gary Williams
   Campus Director
Miriam Frolov
   Director of Academic Affairs

Maryland Campus
Josh Chumley
   Campus Director
Vacant
   Director of Academic Affairs

Northern Virginia Campus
Erik Greenberg
   Campus Director
Paul Wallace
   Director of Academic Affairs

Philadelphia Campus
Joe Marzano
   Campus Director
Erin Rodgers
   Director of Academic Affairs

Pittsburgh Campus
Troy Malovey
   Campus Director
Ernie Fullerton
   Director of Academic Affairs

Richmond Campus
Beth Sigler
   Campus Director
Susan Whisenhunt
   Director of Academic Affairs

Washington DC Campus
Vacant
   Campus Director

SOUTHEAST REGION

Atlanta Campus
Mike Hearon
   Vice President/Director
E.W. Newlin
   Director of Academic Affairs

Augusta Campus
Jeffrey Davis
   Director of Academic Affairs

Birmingham Campus
Chris Breeding
   Campus Director
Daniel Martin
   Director of Academic Affairs

Central Florida Campus
Aaron Knowles
   Campus Director
Hoda Asal
   Director of Academic Affairs

Charlotte Campus
Shannon Eckard
   Campus Director
Joe McPhee
   Director of Academic Affairs

Chattanooga Campus
Marc Crosby
   Campus Director
Steve Wyre
   Director of Academic Affairs

Columbia, SC Campus
Stephanie Jackson
   Campus Director
Suzanne Cherry
   Director of Academic Affairs

Columbus, GA Campus
Shelby Fruchey
   Campus Director
Tammy Johnson
   Associate Director of Academic Affairs

Knoxville Campus
Mark Amrein
   Campus Director

Little Rock Campus
Felicia Johnson
   Director of Academic Affairs

Memphis Campus
Raquel Ford
   Campus Director
Joe Capebianco
   Director of Academic Affairs

Nashville Campus
Mark Mendoza
   Campus Director
Andrew Stone
   Director of Academic Affairs

North Florida Campus
Dan Macferran
   Campus Director
Michael Galer
   Director of Academic Affairs

Northwest Arkansas Campus
Luke Campbell
   Campus Director
Christie White
   Director of Academic Affairs

Puerto Rico Campus
Jorge Rivera
   Campus Director
Norma Serrano
   Director of Academic Affairs

Raleigh Campus
Candice Morgan
   Campus Director
Catherine Burr
   Director of Academic Affairs

Savannah Campus
Kenneth Craig
   Director of Academic Affairs

South Florida Campus
Leslie Kristof
   Campus Director
Gail Ali
   Director of Academic Affairs

West Florida Campus
Lisa Nucci
   Vice President/Director
Tara Stabile
   Director of Academic Affairs

NON-GEOGRAPHIC REGION

Kay Poinier
   Campus Director
Christine Pacheco
   Campus Director
Brian Lincoln
   Campus Director
Craig Gess
   Campus Director
ACADEMIC CABINET

Administration/Public Members
The Academic Cabinet shall be comprised of the following voting members:
A Public Member of the University Board of Directors (Chairperson)
The Provost (Vice-Chairperson)
The Senior Vice President of Academic Affairs Operations
The Vice President of Instructional Materials and Technology
The Associate Vice President of Academic Affairs
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the bachelor's degree programs.
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the master's degree programs.
A member of the Administrative Faculty and Two Lead faculty members from the associate programs.
The Academic Cabinet shall also have one ex officio, non-voting member: the University President.

Academic Council Members:
Non-Voting Members
Provost (Chairperson)
Vice President of University Services (Vice-Chairperson)

Voting Members
Associate Vice Presidents of Academic Affairs
Deans of the Colleges
Associate Vice President of Admissions and Student Records Services
Representative from Registrar's Office, University Services
Representative from Admissions, University Services
Representative from Academic Affairs Operations
Representative from Academic Administration
Representative from Office of Dispute Management
Representative from Financial Aid
Representative from Student Services
Where a representative is indicated, they will be designated by the University official responsible for the stated functional area.

Academic Implementation Council Members:
College Deans and Associate Deans
Regional Directors and Directors of Academic Affairs
Vice Presidents of Enrollment
Vice Presidents of Student Financial Aid
Regional Directors, Directors, and Managers of Operations/Student Services
Campus Employee Development
University Services Directors & Management
Campus Vice Presidents/ Directors
Program and Policy Implementation teams
Veterans Affairs
Office of Dispute Management
FACULTY

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

Dean
Lindquist, Brian G., PhD

Associate Deans
Fleming, Alisa, MBA

Campus College Chairs

Asia Military Campus
Melvin Hagan, DBA

Atlantic Campus
Earl Levith, MBA

Augusta Campus
Marvin Jones, MBA

Austin Campus
John Carroll, MBA

Bay Area Campus
John Yost, MBA

Bay Area Campus
Vlad Genin, MM

Boston Campus
John DiCicco, Ph.D.

Central Florida Campus
Edythe McNickle, Ph.D.

Central Valley Campus
Doris Blanton, MM

Charlotte Campus
Alex Kocharyan, Ph.D.

Chicago Campus
Omer Pamukcu, Ph.D.

Cincinnati Campus
Nick Ursini, MBA

Mary Jo Payne Ph.D.

Cleveland Campus
Barry Tolbert, MS

Colorado Campus
Doug Gilbert, Ph.D.

Columbia, SC Campus
Larry Schwandt, MBA

Dallas Campus
John Grabarczyk, DBA

Robert Stokes, MS

Detroit Campus
Janisse Green, MBA

El Paso Campus
James Baird, DBA

Wayne Diggs, MA

Europe Military Campus
Gregory Evans, MBA

Fairfield County Campus
Tamara Clark, Ph.D.

Hawaii Campus
Lee Nordgren, DSM

Houston Campus
Melanie Brown, DM

Idaho Campus
Joel Maier, MSM

Jersey City Campus
Ewa Usowicz, DM

Kansas City Campus
Charlene Dunfee, Ph.D.

Las Vegas Campus
Connie Ferguson-Rangel, JD

Little Rock Campus
Elizabeth Langevin, MBA

Maryland Campus
Maurice Shihadi, EDD

Memphis Campus
Adam Carr, Ph.D.

Milwaukee Campus
Walter Goodwyn, MBA

Minneapolis/St. Paul Campus
Paul Harvey, JD

Nashville Campus
Lonnie Manning JR, MBA

New Mexico Campus
Howard Hall, Ph.D.

New Orleans Campus
Barbara Holloway, DBM

North Florida Campus
Brian Folding, Ph.D.

Northern Nevada Campus
Bob Larkin, MBA

Northern Virginia Campus
Susan McMaster, Ph.D.

Northwest Arkansas

Campus
John Salina, MBA

Oklahoma City Campus
Jeffrey Codner, JD

Oregon Campus
Mike Mostafavi, MS

Philadelphia Campus
Bill Baker, MBA

Phoenix Campus
Patrick Sherman, Ph.D.

Puerto Rico Campus
Clara Segarra-Roman, DBA

Richmond Campus
Ana Hernandez, MBA

Sacramento Valley Campus
Tim Sheaffer, JD

San Antonio Campus
Neil RIchards, DBA

San Diego Campus
Michael Bevis, MBA

Savannah Campus
Jenny Meyers, MBA

South Florida Campus
William Hunter, DBA

Southern Arizona Campus
James Craig, MBA

Southern California Campus
Bill Arden, MSBA

Southern Colorado Campus
Lester Reams, DPA

Tulsa Campus
Toni Jacobs, MSM

Utah Campus
David Francom, MBA

West Florida Campus
Maurice R Harvey, DM

West Michigan Campus
Judd Freeman, JD

Western Washington Campus
Dennis Franekci, MS/M

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning, Control, and Risk Management
- Law
- Management
- Organizational Behavior and Development
- Public Administration
- Strategic Analysis and Planning

Faculty

Allen, Joe, JD

Allender, Mary, PHD

Ayala, Mary, PHD

Bacher, Fred, PHD

Bazler, Robert, MBA

Bayer, John A, MBA

Belding, Stephan P, MBA

Benchoff, Michael Ann, MSW

Bland, Gaileen J, JD

Bonat, Ernest, PHD

Bonner, Jennifer, MS

Booth, Ella, DBA

Brewington, Edward L, MBA

Brito, Luciano, MBA

Brown, Rian T, MBA

Butler, Wendi H, MBA

Campbell, Dallyn E, MBA

Conrad, Deborah L, MS

Cooke, James, MBA

Cunningham, Peter S, MS

Daaboul, Malek M, MSEE

Di Salvo, Carmelo, DSL

Dickens, Elmer, JD

Dils, Rachel, PHD

Dimond, Michael, MS

Dixon, Isaac E, PHD

Dull, Kevin B, JD

Eggsieker, Bruce, MS

Espiritu, Rolando T, DBA

Fierro, Samuel A, MBA
Fitzgerald, Mark T, MBA
Fitzgibbon, Joseph F, MA
Flowers, Clayton, MS
Fry, Andrew M, MSSW
Gorbatov, Eugene, MSCS
Gracianette, Alain R, MBA
Hanks, Robert R, MBA
Harrington, Darryl F, MSCS
Haywood, Shawn R, MBA
Hickman, Mary K, JD
Hirons, Thomas W, MA
Hutzell, Greg L, MAOM
Jablonski, Eugene M, PHD
Janicki, Kathleen, MBA
Jeanfreau, Michael, MBA
Johnson, Jr., Paul E, MS
Jones, Mary B, MA
Khoury, Martha, MSM
Klosterman, Kurtis Carl (Kc), MBA
Konrad, Stephen, MSM
Kopp, Eric, MA
Kroop, Kathy L, MAOM
Kurup, Ranjit, MS
Lenington, Derek, MBA
Levie, Barend E, MSE
Linnell, Rosanna E, MT
Luce, Susan M, MBA
Lynch, Patrick, MBA
Marcus, Susan, PHD
Mc Fall, Kara L, MSIE
Meadows, Christine, JD
Miller, Gerry M, MBA
Monroe, Thomas, MIM
Montgomery, Michele, MBA
Morrisson, David A, MBA
Mostafavi, Seyed A, MST
Nallamilli, Surya, MS
Penn, Dale W, JD
Pineda, Julian, PHD
Ridel, Robert W, PHD
Rolston, Irene, MA
Romano, Kenneth W, DM
Roux, Vincent M, MBA
Scheidel, Frank, MBA
Schumacher, Gregory, JD
Shelton, Steve, MBA
Shrestha, Sangit M, MBA
Smith, Edwin W, MA
Stevens, Michael D, MS
Stillion, Mark A, MBA
Tucker, David S, PHD
Vaughan, Robert R, DM
Watt, Nicholas L, MAOM
Weber, Todd A, PHD
Young, Ivon R, MS
Zee, Gabriel T, PHD

COLLEGES OF ARTS AND SCIENCES

Associate Dean- Humanities
McCollum, Kacie C., EdD
Dean, David, PhD
Schumann, Shannon, PhD
Dean - Criminal Justice
Ness, James, PhD
Associate Dean- Criminal Justice
Walsh, Franz, DBA
Dean- Social Sciences
Hall, Lynn, EdD
Associate Dean- Social Sciences
Sharp, Stephen, PhD
Dean- Natural Sciences
Eylers, Hinrich, PhD
Associate Deans- Natural Sciences
Patton, Beth, MA/MN
McCowan, Shawn, PhD
Campus College Chairs
Atlanta Campus
Linlin Lu, MS/ECE
Steve Northam, MA
Augusta Campus
Lorena Smith, MAED
Bay Area Campus
Jessica Hale, MSW
Craig Blumenthal, MAED
Jaseon Outlaw, Ph.D.
Birmingham Campus
Ashley Norris, Ph.D.
Boston Campus
Ronald Pacy, Ph.D.
Central Florida Campus
Jeff Dunlap, Ph.D.
Central Valley Campus
Rita Stanziale, MA
Central Valley Campus
Anne Adamson, MS
Charlotte Campus
Melissa Nethery, Ph.D.
Charlotte Campus
Ahmed Kamel, Ph.D.
Chattanooga Campus
Lisa Bellino, MBA
Chicago Campus
Steve Headley, MA
Cleveland Campus
Jeany Tri, M.Ed.
Colorado Campus
Carla Kuhlman, Ph.D.
Jean Miller, MA
Columbia, SC Campus
Aneta Bhojwani, Ph.D.
Columbus, GA Campus
Fenton Dixon, Ph.D.
Columbus, OH Campus
Jeff Koloze, Ph.D.
Dallas Campus
James Chapman, MAS/MS
Detroit Campus
Chuck Pappas, MLS
Bonnie Ellis, Ph.D.
El Paso Campus
Eugene Finke, Ed.D.
Robles, Rebecca, MED
Hawaii Campus
George Carroll, MAE/AET
Houston Campus
Kenneth Farenick, Ed.D.
Idaho Campus
Courtney Colby Bond, MAE
Indianapolis Campus
Barbara King, MA
Jersey City Campus
Robert Levit, Ph.D.
Las Vegas Campus
Nancy Graham, MSP
Mohammed Miah, Ed.D.
Allie Pashley, Psy.D.
Little Rock Campus
Steve Elder, MA
Christy Oberste, MAIOC
Louisville Campus
Rilla Hynes, MMH
Memphis Campus
Rick Douglass, MBA
Beverly Alexander, MS
Milwaukee Campus
Justin Farrell, MS/E
Minneapolis/St. Paul Campus
Lisa Kangas, Ph.D.
Nashville Campus
Richard Reinsch, M.Ed.
New Mexico Campus
Kelli Livermore, MPA
Linda Salomone, Ph.D.
New Orleans Campus
Sunny Ryerson, MSE
North Florida Campus
Cheryl Hearn, Ed.S.
Northern Nevada Campus
James Covert, MBA
Northern Virginia Campus
Jay Familant, Ph.D.
Oklahoma City Campus
Terra Spilmont, MLA
Kathryn Earl, MED
Oregon Campus
Shane Corsetti, MBA
Philadelphia Campus
Marianne Murawski, Ph.D.
Phoenix Campus
Jim O Keeffe, MBA

A-14
Patricia Kerstner, Ph.D.
Pittsburgh Campus
Shari Muench, Ed.D.
Puerto Rico Campus
Virginia Santiago-Acuna, Ed.D.
Ana Rodriguez, Ed.D.
Raleigh Campus
Michael Pontrelli, Ed.D.
Richmond Campus
Valary Rawlings, MED
Sacramento Valley Campus
Jeffrey Graves, MEd
Carlos Flores, MS
San Antonio Campus
Rebecca Coleman, MA
San Diego Campus
Donal Hardin, MA
Canon Iglesias, MA/M
Lynn Luceford, Psy.D.
Savannah Campus
Dana Taylor, MSE
South Florida
Campus, Jerry Kaber, MBA
Southern Arizona Campus
Robin Schultz, MAED
Chad Mosher, Ph.D.
Southern California Campus
James Henderson, MSCJ
Jackie Shahzadi, Ph.D.
Rada Chanmugathas, Ph.D.
MaryJo Trombley, Ph.D.
St. Louis Campus
Linda Simpson, MBA
Tulsa Campus
Allen Autrey, JD
Del Mundo, Alan, MA
Dickens, Elmer, JD
Dixon, Isaac E, PHD
Dover, Jeff, JD
Dull, Kevin B, JD
Fisher-Lewis, Linda R, DM
Flora, Thomas, EDD
Fry, Andrew M, MSSW
Goto, Lavinia S, MBA
Gutierrez, Verenice, PHD
Haywood, Shawn R, MBA
Hennessy, Mary, MA
Jenkins, Elaine, MS
Kahn, Stephen M, PHD
Kidd, Megan, MSW
Kroop, Kathy L, MAOM
Livingston, Helen M, PHD
Lohre, Sara Beth, MA
Meerdink, Corey, JD
Paiz, Karen N, PHD
Parsons, Scott, JD
Penn, Dale W, JD
Ragatz, Jeannie H, MS
Roux, Vincent M, MBA
Stillion, Mark A, MBA
Vaughan, Robert R, DM
Watt, Nicholas L, MAOM
Faculty - Humanities
Aust, Jennifer A, MA
Berger, Clifford W, DM
Cooper, Jim K, MA
Doherty, Amy, MA
Fitzgibbon, Joseph F, MA
Gilbert, Craig C, MS
Jackson, James, MA
Johnsen, Erik, MA
Keller, Joseph A, MFA
Morrow, Rudy L, MS
Tatum, Ronald, EDD
Watson, Timothy, MA
Faculty - Natural Sciences
Booth, Ella, DBA
Brown, Rian T, MBA
Campbell, Dallan E, MBA
Cauch, Christopher D, MHA
Dover, Jeff, JD
Flora, Thomas, EDD
Goto, Lavinia S, MBA
Haywood, Shawn R, MBA
Kroop, Kathy L, MAOM
Levie, Barend E, MSE
Pavlinaic, Jessie M, MS
Roux, Vincent M, MBA
Stevens, Michael D, MS
Stillion, Mark A, MBA
Trefault, Robert, MED
Wilson, Christopher D, MS
Young, Ivon R, MS
Faculty - Social Sciences
De Meyer, Fay A, MS
Del Mundo, Alan, MA
Dilts, Rachel, PHD
Goering, Ericka, MA
Jablonski, Eugene M, PHD
Kahn, Stephen M, PHD
Ridell, Robert W, PHD
Ryslinge, Birgitte R, PHD

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA

Campus College Chairs
Philadelphia Campus
Denny Brennan, MBA

Phoenix Campus
Gloria Pearson, MBA

San Diego Campus
Paul Porch, MBA/TM

Utah Campus
Ken Sardoni, MS

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

Analysis and Communications
Business Systems
Technology

Faculty
Bayer, John A, MBA
Bonat, Ernest, PHD
Doherty, Amy, MA
Fitzgerald, Mark T, MBA
Fitzgibbon, Joseph F, MA
Gorbakov, Eugene, MSCS

Each Campus
Gross, Gerhard W, PHD
Kurup, Ranjit, MS
Levie, Barend E, MSE
Mostafavi, Seyed A, MST
Ridell, Robert W, PHD
Stevens, Michael D, MS
Warach, Sarabjeet S, MS
Young, Ivon R, MS
Zaidi, Syed Q, MSCS
COLLEGE OF NURSING

Dean
Fuller, Pamela K., MN

Associate Dean
Strawn, Angela M., MS

Campus College Chairs
Central Florida Campus
Paula Berry-Zeller, MSN

Central Valley Campus
Sandra Davis, Ph.D.

Cleveland Campus
Lawrence Ferguson, MSN

Colorado Campus
Betty Bailey, MSN

Hawaii Campus
Glenda Tali, MSN

Nashville Campus
Marcia Edwards, MSN

North Florida Campus
Kathy Chelini, MN

Phoenix Campus
Erich Widemark, Ph.D.

Sacramento Valley Campus
Jessica Gomez, MSN

San Diego Campus
Sandra Hookana, MSN

South Florida Campus
Judith Fernandez, MSN

Southern Arizona Campus
Kathy Watson, MS/FRNP

Southern California Campus
Linda Seale, MSN

West Florida Campus
Carol Bauer, Ed.D.

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Nursing

Faculty
Allen, Joe, JD
Bach, Fred, PHD
Barzler, Robert, MBA
Bayer, John A, MBA
Bland, Galen L, JD
Butler, Wendi H, MBA
Conrad, Deborah L, MS
Dull, Kevin B, JD

Egsieker, Bruce, MA
Espiritu, Rolando T, DBA
Hagen, Kristen, MS
Hanks, Robert R, MBA
Ingalls, Linda, MA
Marcus, Susan, PHD
McFall, Kara L, MSIE
Pavlina, Jessie M, MS
Ridel, Robert W, PHD
Roux, Vincent M, MBA
Scheidel, Frank, MBA
Schumacher, Gregory, JD
Shelton, Steve, MBA
Tucker, David S, PHD
Weber, Todd A, PHD
Zee, Gabriel T, PHD

COLLEGE OF EDUCATION

Dean
Curley, Meredith A., MBA

Associate Deans
Drotos, Andy, MAEd
McCarty, Sandra, EdD

Campus College Chairs
Asia Military Campus
Linda Williams, Ed.D.

Bay Area Campus
Cathy Malone, MAED

Central Florida Campus
Connie Lorthridge, Ed.D.

Central Valley Campus
Sarah Wilson, MAED

Colorado Campus
Bill Weeks, Ed.D.

El Paso Campus
Delila Cramer, MED

Europe Military Campus
Philip Pattakos, MAED

Hawaii Campus
Deborah Hornsby, DEEL

Idaho Campus
Stacie Inukai-Center, MAE

Indianapolis Campus
Carmen Giebelhaus, Ph.D.

Kansas City Campus
Jan McKinley, Ed.D.

Las Vegas Campus
Carol Foster, Ed.D.

Nashville Campus
Pmila Simpson, Ed.D.

New Mexico Campus
Becky Kappus, MAED

North Florida Campus
Constance Hall, Ed.D.

Northern Nevada Campus
Francey Dennis, Ed.S

Oregon Campus
Robert Hamm, MAED

Phoenix Campus
Keith Bennett, MAED

Puerto Rico Campus
Lorraine Arbelo, Ed.D.

Sacramento Valley Campus
Patricia Wick, MA

San Antonio Campus
Sharon Michael-Chadwell, Ed.D.

San Diego Campus
Debbie Carpenter, MAED/CI

South Florida Campus
Alexandra Escobar, MAED

Southern Arizona Campus
Kathleen Woods, Ed.D.

Southern California Campus
Lori Curci-Reed, Ed.D.

Southern Colorado Campus
Rich Patterson, Ph.D.

St. Louis Campus
Janis Wiley, Ed.D.

Utah Campus
Jill Muir, Ph.D.

West Florida Campus
Deb Stevens, Ed.D.

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Administration and Supervision (Principals)

• Continuing Education

• Adult Education and Training

• Curriculum & Instruction

• Teacher Education

• Teacher Leadership

Faculty
Baird, Leah, MED
Bouyer, Renee S, MAOM
Burdick, Kristina, MS
Caplinger, Robert, MS
Chavez, Cristina, MA
Choate, Brant, EDD
Classen, Jessica, MAT
Erickson, Stacy, EDD
Evert, Tracy, MSED
Francis, Bridgett, MED
Freeman-Hughes, Angela R, MED
Gooing, Aimee A, MAT
Gutierrez, Verenice, PHD
Hagen, Kristen, MS
Ham, Robert L, MAT
Ingalls, Linda, MA
Joye, Solaris C, MAED
Kesterson, Carlene, EDD
Kostur, Wayne, MM
Lassell, Deborah, EDD
Mitchell, Karen, MA
Murray, Barbara, MAT
Rishel, Jay D, MED
Sells, Katy, MAT
Valley, Anthony D, EDD
Wilson, Nancy J, MAED
Wrege, Rachael B, MAT
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