Preparing today’s military professionals to compete and thrive in a changing global economy.
# TABLE OF CONTENTS

**UNIVERSITY OF PHOENIX**

Ownership Information ........................................................................................................ 1
Mission .................................................................................................................................... 1
Purposes .................................................................................................................................... 1
Accreditation and Affiliations ................................................................................................. 2
Academic Programs ................................................................................................................ 2
Enrollment and Student Profile ............................................................................................... 3
University Library .................................................................................................................. 3
Current Resources of the University Library ........................................................................ 4

**THE UNIVERSITY’S TEACHING AND LEARNING MODEL**

Active Learning ....................................................................................................................... 5
Collaboration ........................................................................................................................... 5
Emphasis on Application and Relevance ................................................................................... 5
University-Wide Learning Goals .............................................................................................. 5
Curriculum ............................................................................................................................... 5
Convenience of Time and Place .............................................................................................. 5
Access ....................................................................................................................................... 5
Program Format ....................................................................................................................... 6
Learning Teams ......................................................................................................................... 6
Faculty ....................................................................................................................................... 6
Staff Screening ......................................................................................................................... 6
Student Technology Recommendations and Competencies .................................................. 6
Online Learning System .......................................................................................................... 7
Distance Education ................................................................................................................ 7
Group-Based Online Education ............................................................................................. 8

**UNIVERSITY POLICIES**

Calendar .................................................................................................................................... 9
Course Cancellation .................................................................................................................. 9
Directed Study ......................................................................................................................... 9
Concurrent Enrollment .......................................................................................................... 9
Dual Enrollment ....................................................................................................................... 9
Multiple University Degrees .................................................................................................. 9
Maximum Credit Load ............................................................................................................ 10
Course Credits ....................................................................................................................... 10
Student Identification Numbers ............................................................................................... 10
Name and Social Security Number Changes ......................................................................... 10
Duplication of Credit ............................................................................................................. 10
Course Audit Policy ............................................................................................................... 10
Re-Entry Students .................................................................................................................. 10
Transfer of Credit ................................................................................................................... 11
Nondiscrimination Policy ....................................................................................................... 11
Harassment Policy .................................................................................................................. 12
Disability Services ................................................................................................................... 13
STUDENTS’ RIGHTS AND RESPONSIBILITIES ........................................................................................................... 51
University of Phoenix Supplemental Standards for Candidates in College of Social Sciences - Counseling Programs ........................................................................................................... 51
University of Phoenix Supplemental Standards for Candidates in College of Education Programs .............................................................................................................................................. 52
University of Phoenix Supplemental Standards for Candidates in Education Administration and Supervision Programs .............................................................................................................................................. 53
STUDENT CODE OF CONDUCT .......................................................................................................................... 56
Student Code of Academic Integrity .......................................................................................................................... 56
DISPUTE RESOLUTION ............................................................................................................................................. 59
Step One: Internal Resolution .............................................................................................................................. 59
Step Two: Mediation .................................................................................................................................................. 60
Step Three: Binding Arbitration .............................................................................................................................. 60
ACADEMIC POLICIES ........................................................................................................................................ 63
Academic Advisement ........................................................................................................................................... 63
Registration .............................................................................................................................................................. 63
Admission Statuses ................................................................................................................................................. 63
Student Academic Statuses ................................................................................................................................... 64
Program Academic Statuses ................................................................................................................................... 65
Student Falsification of Information .......................................................................................................................... 65
General Student Grievances .................................................................................................................................. 65
Student Appeals Center (SAC) ................................................................................................................................ 66
Grading Procedures ................................................................................................................................................. 66
Grade Reports and Transcripts .................................................................................................................................. 67
Grade Disputes and Grade Corrections ......................................................................................................................... 68
Program Changes ...................................................................................................................................................... 68
Diploma Application and Degree Conferral .............................................................................................................. 68
Posthumous Degrees ................................................................................................................................................. 68
Degree Posting .......................................................................................................................................................... 68
Graduation with Honors ............................................................................................................................................ 68
Participation in Commencement Ceremony .................................................................................................................. 68
Program Completion Deadlines .................................................................................................................................. 69
Disclaimer on Job Placement ..................................................................................................................................... 69
ACADEMIC RESEARCH GROUP .......................................................................................................................... 71
Academic Quality and Outcomes Assessment-Ensuring Consistent Quality ................................................................ 71
Academic Quality Improvement and Outcomes Assessment .......................................................................................... 71
UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION ....................................................................................................... 73
GRADUATE PROGRAMS .......................................................................................................................... 75
  Admission Procedures .......................................................................................................................... 75
  Graduate Admission Requirements .................................................................................................... 76
  Estimated Program Length .................................................................................................................. 77
UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - GRADUATE ...................................................... 79
  Master of Business Administration .................................................................................................... 79
COLLEGE OF EDUCATION (Military Campus-Europe) ......................................................................... 83
  Admission Requirements .................................................................................................................... 83
  Master of Arts in Education/Elementary Teacher Education .............................................................. 84
  Master of Arts in Education/Secondary Teacher Education ............................................................... 89
  Master of Arts in Education/Adult Education and Training ............................................................... 93
  Master of Arts in Education/Teacher Leadership .............................................................................. 95

TUITION AND FEES ................................................................................................................................. 99
  GRADUATE (Military Campus-Europe) ................................................................................................. 99

FACILITIES .................................................................................................................................................. A-1

UNIVERSITY ADMINISTRATION ........................................................................................................... A-9
  University of Phoenix Board of Directors ......................................................................................... A-9
  Apollo Group Senior Administration ................................................................................................. A-9
  University of Phoenix Senior Administration .................................................................................... A-9
  Regional Administration .................................................................................................................... A-9
  Campus Administration .................................................................................................................... A-9

ACADEMIC CABINET .............................................................................................................................. A-12

FACULTY .................................................................................................................................................... A-13
  UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS ......................................................................... A-13
  COLLEGES OF ARTS AND SCIENCES ............................................................................................... A-14
  COLLEGE OF EDUCATION .................................................................................................................. A-15
  COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY ........................................................ A-15
  COLLEGE OF NURSING ........................................................................................................................ A-15
“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.

Programs and tuition rates offered under the Tri-Services Military Contract with the University of Phoenix, Overseas Military Campus-Europe are subject to all applicable rules and regulations of the university, its accrediting agency and the terms of the applicable European Tri-Services contract. Some procedures described in this catalogue may not be applicable, or may vary from, operating policies for the Overseas Military Campus-Europe. Students should consult their Field Representatives in theatre for clarification about any University of Phoenix policies in Europe.
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 during 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 workplace.
2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with a 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**

**Regional Accreditation**

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
tead.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.

**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 links to materials 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.
- View the 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

Student Technical Support 1-877-832-4867
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.
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 course 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 AACR & AAPF) 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 bridges are built 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 undergraduate courses meet for five weeks. Classes meet once per week for four (4) hours. 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 13-15 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 and/or in the appendix pages at the end of this catalog. 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
- Inktjet 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
- 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
University of Phoenix, 2012-2013
THE UNIVERSITY’S TEACHING AND LEARNING MODEL

- 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.

2012-2013 Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>4th of July</td>
<td>July 4, 2012</td>
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<tr>
<td>Labor Day</td>
<td>September 3, 2012</td>
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<tr>
<td>Thanksgiving</td>
<td>November 22, 2012- November 25, 2012</td>
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<tr>
<td>Martin Luther King Jr Day</td>
<td>January 21, 2013</td>
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<tr>
<td>President’s Day</td>
<td>February 18, 2013</td>
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<tr>
<td>Good Friday</td>
<td>March 29, 2013</td>
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<tr>
<td>Easter</td>
<td>March 31, 2013</td>
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<tr>
<td>Memorial Day</td>
<td>May 27, 2013</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 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 blocks. 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. (Another application fee is not required).
- 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.
• 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. Students who have earned a graduate degree in Business or Management may not receive a certificate or concentration in the same area of focus. Example: a student may not earn an MBA/PM and a PM certificate; however, students who have completed a certificate may return to receive an MBA degree with a concentration in the same area as the completed certificate or another approved concentration.

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 course work 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.

Most courses are three semester credits. Each three-credit course in a five-week session shall consist of 45 hours of student class work. This includes 20 hours of classroom instruction. Required learning team hours constitute the remaining class work requirement. Please note: Hours at University of Phoenix are based on a full 60 minutes, compared with the traditional 50-minute clock hour. In addition to the class work requirement, students typically complete at least two hours of individual student work out of class for each hour of class work. This time typically consists of individual study time, reading, research and writing.

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.

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 degree level 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 Schools and Colleges
- 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 Commission of Career Schools and Colleges
- Association of Theological Schools
- Council on Occupational Education
- Distance Education and Training Council
- Transnational Association of Christian Colleges and Schools
- National Accrediting Commission of Cosmetology Arts & Science
- 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.

Students transferring to University of Phoenix into specified undergraduate bachelor degree programs with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as having satisfied their lower division elective and general education requirements (up to the amount of credits earned in the Associate of Arts degree), which will make the student ready to begin their Required Course of Study at University of Phoenix. Students who take advantage of this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements sections of the catalog for their chosen program.

Not all programs are eligible for this policy. Please check with a campus representative to determine which programs are eligible. Students who take advantage of this policy and then change to a program that is not eligible for this policy will have courses individually evaluated for applicability towards degree requirements (as the policy will not carry forward into the new degree program).

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.
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.

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**

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.

**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 & Compliance.

**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.
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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’s record is not 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 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 degree(s) 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.

**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, Aptomis, 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, Intraedge, ITC InfoTech, Outsell Y-Connecting, collection agencies (CS, ARS, States Recovery, FMS, Account Control Technology-ACT, Avante USA, Capital Management Systems, FCBS, NARS Call Center Solutions, National Enterprise Systems, Northland Group, Penta Group, Redline Recovery, Tate and Kirlin, and Windham Professionals), Cenvo 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
- Accreditating 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 and 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 access 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 specifically outlining 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 overturn 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 actions 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, educational 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.

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.

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.

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-exclusive 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
• 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.

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:
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 no longer be able to provide certain products or services. You 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://awhpsmnta01.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 record information in accordance with FERPA may place a FERPA Hold on their academic file. Current students can obtain a copy of the FERPA policy at https://ecampus.phoenix.edu/portal/portal/public/login.aspx. Potential students can review the University FERPA Policy within this document.

Our Security Measures

We will take commercially reasonable measures to secure and store your Information to protect against the loss, misuse, and alteration of the 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 Site(s).

Unfortunately, no data transmission over the internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Information under our control, and you provide Information to us at your own risk. You should always take care with how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks or other internet channels.

Monitoring of Communications

We may monitor and retain all incoming and outgoing communications for training of our representatives and for quality assurance purposes. To the extent such communications are selected, they are only retained as long as necessary to adequately discharge these purposes, unless a specific communication needs to be retained for legal reasons. If you prefer that your communications not be retained for any reason, please advise your representative.

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://awhpsmnta01.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@apollogroup.edu or Apollo Group, Inc
Attn: Chief Ethics & Compliance Officer
4025 S. Riverpoint Parkway
Phoenix, AZ 85040 USA

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 scheduled award 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

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.

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized Loans for undergraduate students</td>
<td>4.50</td>
<td>3.40</td>
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Fixed Rate for Loans First Disbursed on or after July 1, 2006

<table>
<thead>
<tr>
<th>LOAN TYPE</th>
<th>LOAN STATUS</th>
<th>For the Period July 1, 2010 to June 30, 2011</th>
<th>For the Period July 1, 2011 to June 30, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized and Unsubsidized Loans</td>
<td>Repayment or Forbearance</td>
<td>2.47</td>
<td>2.36</td>
</tr>
<tr>
<td></td>
<td>In-school, Grace, or Deferment</td>
<td>1.87</td>
<td>1.76</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>All Statuses</td>
<td>3.27</td>
<td>3.16</td>
</tr>
</tbody>
</table>

Note: Beginning with loans first disbursed on or after July 1, 2006, the interest rate on all Stafford Loans in both the FFEL Program and in the Direct Loan Program was fixed at 6.8 percent. That rate continues to apply to all unsubsidized Stafford Loans and to subsidized Stafford Loans for graduate and professional students. Starting with loans first disbursed between July 1, 2008 and June 30, 2009, the interest rate on subsidized Stafford Loans for undergraduate students was reduced to 6.0 percent, with additional reductions each year through June 30, 2012.

Variable Rates:
Direct Loan and FFEL Program Loans First Disbursed Between July 1, 1998 and June 30, 2006
These rates were calculated based upon statutory formulas and equal the bond equivalent rate of the 91-day Treasury bills auctioned on May 31, 2011, plus certain statutory percentage additions. The 91-day Treasury bills were auctioned at 0.061 percent, rounded to 0.06 percent.
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/loancalculator.html or www2.ed.gov/offices/OSFAP/LoanPaymentCalculator.html.

**Federal Financial Aid Programs**

**Entrance Counseling**

The University ensures loan entrance 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 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 National Student Loan Database (NSLDS) website, http://www.nslds.ed.gov/nslds_SA/, within 15 days of completion of a program or withdrawal from the University. Exit 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/oslc/. 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/dlrights.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/dlrights.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
  - Make monthly payments on loan after grace period ends, unless a deferment or forbearance
  - Notifying lender or loan servicer of anything that might later change eligibility for an existing 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 (FAFSA) 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 (FAFSA) 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 access 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

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.

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:

\[
\text{Cumulative number of credit hours successfully completed} / \text{Cumulative number of credit hours the student attempted}
\]

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.

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).

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 are on a regular (RG) status and, at the end of the next payment period, do not meet all three of the financial aid SAP components defined above, are automatically placed on financial aid warning (FW) status. The University will disburse federal financial aid funds to students with an FW status for one payment period.

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.

Reestablishing Academic Progress
Students on a financial aid warning (FW) status can retain eligibility without filing an appeal by meeting all three of the financial aid SAP components defined above by the end of the FW payment period. Students who reach a financial aid disqualification (FD) status can change their status only through the financial aid SAP appeal process. Students may not regain eligibility for federal financial aid by merely paying for courses or sitting out for an increment.
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.

<table>
<thead>
<tr>
<th>Status</th>
<th>What to do</th>
</tr>
</thead>
</table>
| 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

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/

or

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 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.
Loan Consolidation

Prior Loan Deferments

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 student aid 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 to 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.

• 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-time, 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.

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.

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. Students can maintain continuous enrollment by ensuring no more than 14 days elapse between posting attendance at an academically related activity.

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

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

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/altcloud/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 Deferment 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/altcloud/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 should 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 courses 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 from the roles 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
(913) 339-9356
http://www.acbsp.org

College of 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
(202) 887-6791
http://www.aacnnche.edu/accreditation/

College of Education/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.
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)

(Programs 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) and the Master of Science in Counseling Program in Mental Health Counseling (UT campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Academic Program and Instructional Facilities

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or Online Campus. Not all programs are available at all locations.

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.

Additional Information

A student can view additional information at www.phoenix.edu/about_us/accreditation.html.

To obtain a copy of University accreditation and license documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.8119.
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
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
(800) 366-9699

Online Campus
University of Phoenix
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
866.766.0766

Transfer Center
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
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/articulation.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

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions. With a Reverse Transfer Agreement in place, University of Phoenix will notify the partner transfer institution and provide directory information for students meeting certain credit requirements that indicate the student may be eligible to earn an associate's degree from the transfer institution. The transfer institution may pursue communication with the student to discuss requirements and may award the associate's degree to the student per their discretion.

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:

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

Alumni Occupations
The following represents occupations of University alumni:

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

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

**Rescission 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, including a student who does not return from an approved leave of absence, is no greater than 15 days after the official last date of attendance. 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.

**Unofficial Withdrawal**

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. 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:

\[
\text{Percentage Earned} = \frac{\text{Total Number of Calendar Days Completed in Payment Period}}{\text{Total Number of Calendar Days in Payment Period}} \times 100
\]

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 that 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 describe in procedure and in the best interest of the student.

The calculation for unearned federal financial aid is as follows:

- Total amount disbursed + amount that could have been 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. 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

Program and/or version changes that result in one or more courses that are not accepted towards the new program or version may result in a recalculation of the academic year. As a result of that recalculation, there may not be enough federal financial aid funds to cover tuition costs for the newly defined academic year. This situation may increase the shortfall or personal contribution needed to cover cost of attendance and related charges.
Institutional Refund Policy

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.

Example of a refund on attendance for a 5-week course:
- Attend 1 week 80% refund due
- Attend 2 week 60% refund due
- Attend 3 week 40% refund due
- Attend 4 week no refund due

Example of a refund on attendance for a 6-week course:
- Attend 1 week 83% refund due
- Attend 2 week 67% refund due
- Attend 3 week 50% refund due
- Attend 4 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

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 questions: http://eff.org/1P/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 Peer-to-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 receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

Please note that the DMCA provides that you may be liable for damages including costs and attorneys fees if you falsely claim that someone is infringing on your copyright. Alternatively, you can also be liable for damages including attorneys’ fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether your work or the work of another is protected by copyright laws.

**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 to 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 data bases 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 the 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. More information about federal penalties and sanctions is located at www.usdoj.gov/dea/agency/penalties.htm.

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 College of Social Sciences - Counseling Programs

Candidates in College of Social Sciences programs leading to certification or licensure in Counseling 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 counselors, College of Social Science 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 Social 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 advised, 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 Social Sciences 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.
University of Phoenix, 2012-2013

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.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.
11. 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.
12. 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 (“Administration 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 made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to lifelong learning for self and others.

3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.

4. The administrator candidate is committed to establishing a safe and supportive learning environment.

5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.

6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

8. The administrator candidate believes in involving stakeholders in order to work toward common goals.

9. The administrator candidate values and is committed to timely communication to inform the community and public.

10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.

11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.

12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.

13. The administrator candidate believes that risks must be taken to improve schools.

14. The administrator candidate believes and is committed to continual school improvement.

15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

When it is determined by faculty, campus staff, faculty supervisors, or campus management that an administrator candidate falls short of meeting any of the above standards, they may file a “Referral Form” with the Campus College Chair or Campus Director of Academic Affairs. 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 administrative 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 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.

**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.

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 UOPX 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.

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.
STUDENT CODE OF CONDUCT

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).

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 1-15 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:

a. 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.

- Failure to properly cite and reference statistics, data, or other sources of information that are used in one's submission.
b. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and turned in without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted 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 of 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 Title IX 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 teleconference. (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.)
The following policy and procedures are to be used to resolve disputes by both current and former students of the University. Students are encouraged to bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below. These individuals/departments will investigate and resolve such concerns accordingly. A covered dispute is subject to the conditions below and may be submitted to the formal Dispute Resolution Procedures set forth in this section if not satisfactorily resolved through the prior intervention of Step One.

In connection with the University policies identified in Step One below, this policy is intended to address disputes between a student and the University and create a framework by which students and the University can resolve all such disputes arising from a student's interactions with the University. Although the University strongly recommends utilization of the resources identified in Step One to resolve such disputes, the only dispute resolution policy that is mandatory is the arbitration policy. Arbitration is the exclusive means by which all covered disputes asserted by either a student (whether current or former) or the University, involving justiciable disputes and/or any justiciable matter arising from the student's interactions with the University, shall be decided and finally resolved.

Claims and/or disputes covered by this policy fall into one of two levels:

- Level One disputes involve alleged violations of state or federal law, any statutory or common law tort claim or alleged breach of contract claim, claims of discrimination or harassment pursuant to state or federal law, or any other issue of a substantial nature. If not resolved sooner, Level One disputes may be processed through all three steps of the following Dispute Resolution Procedures.
- Unless such issue involves a violation of law, issues of a lesser nature, for example, Student Code of Conduct violations, general student grievances, academic issues and grade disputes, etc. are considered Level Two disputes and if not resolved sooner may be processed only through Step One of the following Dispute Resolution Procedures.

**Step One: Internal Resolution**

Students should first attempt to resolve any dispute or issue related to the following subject matters, or like subject matters, by contacting the following individuals/departments, and utilizing the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a fuller understanding of the processes associated with reporting and resolving disputes related to these subject matters.
• Allegations of sex discrimination or sexual harassment: Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in Academic Catalog.
• Allegations concerning all other forms of discrimination: Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee. See Nondiscrimination Policy and Harassment Policy in Academic Catalog.
• Student Code of Conduct Violations, other than sex discrimination and sexual harassment: Office of Dispute Management. See Student Code of Conduct section in Academic Catalog.
• General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in Academic Catalog.
• Student Grievances related to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in Academic Catalog.
• Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in Academic Catalog.
• Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in Academic Catalog)

Step Two: Mediation

If a Level One dispute is not resolved as a result of Step One, then prior to proceeding to Arbitration, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. Mediation is not a mandatory prerequisite to arbitration. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the student is required to pay the sum of $100 towards the mediation costs, which amount shall be paid directly to the mediator. Any other costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association for the purpose of having a neutral mediator appointed. The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

1. This Binding Arbitration provision ("Arbitration Agreement") is governed by the Federal Arbitration Act, 9 U.S.C. § 1 et seq. and evidences a transaction involving commerce. This Arbitration Agreement is a condition of becoming enrolled with the University. This Arbitration Agreement applies to any covered dispute arising out of or related to the student's interactions with the University. Nothing contained in this Arbitration Agreement shall be construed to prevent or excuse the student from utilizing the University's existing internal procedures for resolution of complaints, as set forth in Step One above, and this Arbitration Agreement is not intended to be a substitute for the utilization of such procedures. Except as it otherwise provides, this Arbitration Agreement is intended to apply to the resolution of disputes that otherwise would be resolved in a court of law, and therefore this Arbitration Agreement requires all such disputes to be resolved only by an arbitrator through final and binding arbitration and not by way of court or jury trial. Such disputes include without limitation disputes arising out of or relating to interpretation or application of this Arbitration Agreement, including the enforceability, revocability or validity of the Arbitration Agreement or any portion of the Arbitration Agreement. Regardless of any other terms of this Arbitration Agreement, claims may be brought before an administrative agency if applicable law permits access to such an agency notwithstanding the existence of an agreement to arbitrate. Such administrative claims include without limitation claims or charges brought before the U.S. Department of Education, State Boards of Education, or the Office of Federal Contract Compliance Programs.

2. Notwithstanding any other language in this Arbitration Agreement, a student's Enrollment Agreement, the Academic Catalog or any other University policy or practice, this Arbitration Agreement will not be unilaterally revised, modified or eliminated by the University with respect to any covered dispute after that dispute has been submitted to arbitration pursuant to this Arbitration Agreement. The University will not revise, modify or eliminate this Arbitration Agreement without giving at least thirty (30) days written notice to Students.

3. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Arbitration Agreement, the arbitration shall be held in accordance with the then current Commercial Arbitration Procedures of the AAA. The AAA rules are available at (www.adr.org). However, nothing in said rules or procedures and/or any modification thereto shall affect the enforceability and validity of the Class Action Waiver, including but not limited to, the provision that the enforceability of the Class Action Waiver may be determined only by a court and not by an arbitrator. Unless the parties jointly agree otherwise, the arbitrator shall be either an attorney who is experienced in the subject matter at issue and licensed to practice law in the state in which the arbitration is convened, or a retired judge.
4. The party bringing the claim must demand arbitration in writing and deliver the written demand by hand or first class mail to the other party within the applicable statute of limitations period. Any demand for arbitration made to the University shall be provided to the Legal Department, at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040. The arbitrator shall resolve all disputes regarding the timeliness or propriety of the demand for arbitration. A party may apply to a court of competent jurisdiction for temporary or preliminary injunctive relief in connection with an arbitrable controversy, but only upon the ground that the award to which that party may be entitled may be rendered ineffectual without such provisional relief.

5. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator.

6. CLASS ACTION WAIVER: There will be no right or authority for any dispute to be brought, heard or arbitrated as a class, collective or representative action or as a class member in any purported class, collective action or representative proceeding ("Class Action Waiver"). Notwithstanding any other clause contained in this Arbitration Agreement, the preceding sentence shall not be severable from this Agreement in any case in which the dispute to be arbitrated is brought as a class, collective or representative action. Notwithstanding any other clause contained in this Arbitration Agreement, any claim that all or part of the Class Action Waiver is unenforceable, unconscionable, void or voidable may be determined only by a court of competent jurisdiction and not by an arbitrator.

7. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University; and (2) any subsequent award by the Arbitrator in accordance with applicable law.

8. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.

9. Within 30 days of the close of the arbitration hearing, any party will have the right to prepare, serve on the other party and file with the arbitrator a brief. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Arbitration Agreement. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

10. It is against University policy for any student to be subject to retaliation if he or she exercises his or her right to assert claims under this Arbitration Agreement. If any student believes that he or she has been retaliated against by anyone at the University, the student should immediately report this to ODM.

11. This section entitled "Binding Arbitration" is the full and complete agreement relating to the formal resolution of student-related disputes in arbitration. Except as stated in paragraph 6, above, in the event any portion of this Arbitration Agreement is deemed unenforceable, the remainder of this Arbitration Agreement will be enforceable. If the Class Action Waiver is deemed to be unenforceable, the University and the student agree that this Arbitration Agreement is otherwise silent as to any party’s ability to bring a class, collective or representative action in arbitration.
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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 transfer of credits at the time of matriculation and may view their official transfer credit 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 a 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 program applicable 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 program applicable course will result in a DA (Disqualified Admission) student 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. A 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 for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would subject him or her to sanctions for violating the Student Code of Conduct will be placed on denied for cause status (DC) and will be administratively withdrawn from the University.

The University will not admit applicants who show by their actions that they are unable to meet the University’s expectations for adherence to the Student Code of Conduct.

Denied Admission (DN) Status
Applicants who do not meet the minimum requirements for admission to a program will be placed on denied admission status and be administratively withdrawn from the University.

Re-entry Required (RE) Status
Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for 365 days will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Statuses

The following statuses are applicable to students regardless of degree program they are pursuing.

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

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. 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.
Program Academic Statuses

Withdrawn for Nursing License or Liability Insurance (WL)

Disqualified for Admission (DA) Academic Status

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 who are admitted provisionally fail to achieve the minimum grade point average (3.0 graduate) at the conclusion of the provisional period of four completed program applicable courses. Students who have been Disqualified for Admission (placed on DA academic status) will be administratively withdrawn from the university and are not eligible to re-enroll until the lapse of six months from the date of disqualification. Approval must be granted by the Student Appeals Center in order to re-enroll into any program with the University. Students placed on Disqualified for 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 six month disqualification period and have received approval through a student appeal.

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 progression requirements. A student may appeal to the Student Discipline Review Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct.

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)

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.

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.

**Grading Procedures**

Formal grade reports are available through the student web site upon completion of each course. Grade reports indicate the course materials at an acceptable level.

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></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>In Progress extension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W/F</td>
<td>Withdrawal failing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QC</td>
<td>No grade awarded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WC</td>
<td>Waived with credit</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.
- **P = Failing.** Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.
- **I = INCOMPLETE**
  - Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade. The student’s final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.
  - Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An “operational war zone” is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete “I” grade can be issued instead of a “W” grade. The “I” grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete “I” grade shall be waived for deployed students.
• Auditing students may not change their auditing status after attending one night of the course.

• 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.

*IP = IN PROGRESS

An IP grade may be awarded in the following instances:
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.

• Auditing students are governed by all University policies and procedures that apply to non-auditing students.

• 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.

• 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.

• 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.

• When students withdraw from the course and the faculty member determines 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.

*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).

• A new IX course completion date must be determined by the Disability Services Advisor 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.

• 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.

*X = NO CREDIT

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.

*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.

*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 transcript 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 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.
All Bachelors level students who have met the University Honors requirements, and have been degree conferred, will be recognized at commencement ceremonies with the University gold honor cord. (Students must be degree conferred before the ceremony date.)

**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.
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ACADEMIC RESEARCH GROUP

Academic Quality and Outcomes Assessment - Ensuring Consistent Quality

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 assessments 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.

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 available to you:

**Career Resources**
- **Education 2 Career (E2C)** - This new job career portal connects alumni with leading companies that are actively looking to hire University of Phoenix graduates. E2C is an interactive site where alumni can upload resumes, interact with recruiters, get job alerts and more.
- **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.

**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 become 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.
- **Scholarships** - University of Phoenix alumni have the opportunity to "pay forward" their education by nominating someone for the Paying it Forward® scholarship. Each year, 30 full-tuition Paying it Forward scholarships are awarded to individuals seeking to pursue a bachelor's degree. The Alumni Association also awards thirty-six $3,000 University of Phoenix Alumni Scholarships each year to associate, bachelor's, master's or doctoral alumni who are currently enrolled in a subsequent degree program at University of Phoenix. Six full-tuition Forever a Phoenix® scholarships are also awarded each year to alumni who are not currently enrolled in a subsequent degree program to pursue a bachelor's or master's degree.
- **Get Connected** - When our network grows, so does yours. Start connecting and networking with fellow graduates by join the Alumni Association on Facebook, LinkedIn, and Twitter.
- **Homecoming** - The Alumni Association hosts more than 70 homecoming events across the country each fall. From sporting events, to exclusive receptions, homecoming offers something for everyone.
- **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.

Additional Information
Visit us on the Web at alumni.phoenix.edu 800.795.2586
E-mail address: alumni@phoenix.edu
www.facebook.com/uopxalumni
www.twitter.com/uopxalumni
linkd.in/uopxalumni
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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 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.

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 agency that is approved by both the University and the state in which the student seeks certification. Evaluations performed by the central Office of Admissions & Evaluation or internally by the central Office of Admissions and Evaluation 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 evaluation performed by an external evaluation agency that is approved 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 test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) 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 75 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - 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 recognized 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
  - 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 \((2.5 \times 9\) months = 22.5 months).
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The University of Phoenix School of Business offers the Master of Business Administration. 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 may be offered at these University of Phoenix campus locations: Military Europe. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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.
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 Residency Requirements and Course Waivers for the MBA program must 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 595, EM 595, GMGT 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 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 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 scare 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.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) 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 75 on the Berlitz Online Test of Reading and Listening Skills - English (effective 02/01/2012)
    or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) 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.
  - or-
  - 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:
  - 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.
  - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix 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

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Military-Europe. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E 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-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

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<thead>
<tr>
<th>Orientation, 0 total credits</th>
<th>Orientation to Teacher Education</th>
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<tbody>
<tr>
<td>MTE 507 ~ .......................... 0 credits</td>
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<tr>
<th>Introductory Course, 1 total credit</th>
<th>Professional Communications</th>
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<tr>
<td>COM 516 ................................ 1 credit</td>
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<tr>
<th>Foundations of Education, 2 total credits</th>
<th>The Art and Science of Teaching</th>
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<tr>
<th>Educational Theories and Models, 6 total credits</th>
<th>Models, Theories, and Instructional Strategies</th>
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<td>MTE 518 ~ ................................ 3 credits</td>
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<tr>
<th>Maintain an Effective Learning Climate for Elementary Settings</th>
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<td>MTE 522~ ................................ 3 credits</td>
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<th>Child and Adolescent Development</th>
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<th>Reading, 4 total credits</th>
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<tr>
<th>Special Populations, 8 total credits</th>
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<tr>
<th>Advanced Structured English Immersion Methods</th>
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<tr>
<td>SEI 503~ ................................ 3 credits</td>
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<table>
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<tr>
<th>Survey of Special Populations</th>
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<tr>
<td>SPE 514 .............................. 2 credits</td>
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<th>Curriculum Constructs &amp; Assessment: Physical Education and Health</th>
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<tr>
<th>Curriculum Constructs &amp; Assessment: History and Social Science</th>
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<th>Science and Mathematics</th>
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<tr>
<th>Curriculum Constructs &amp; Assessment: Visual and Performing Arts</th>
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<td>MTE 537 ................................. 2 credits</td>
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<td>SPE 514 .............................. 2 credits</td>
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<th>Student Teaching &amp; Field Experience, 8 total credits</th>
<th>Elementary Student Teaching Part A</th>
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<tr>
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<tr>
<th>Elementary Student Teaching Part B</th>
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<th>The University reserves the right to modify the required course of Study.</th>
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<th>Additional Admission Requirements for the MAED/TED-E</th>
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<tr>
<td>Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.</td>
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| 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. |

| In-house evaluations cannot be completed for programs leading to initial teacher certification. |

| Students must be currently employed or have access to a suitable work environment for the completion of course assignments. |

For more information, please contact your enrollment advisor.
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 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

### Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits.
- A minimum 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 Teacher Education

### Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years
- Verification of the completion of 100 hours of field experience.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

### Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of “B” (grades of “T” and “B-” are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 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 the program.

### Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of 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 in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506 MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/TED-E**

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-E**

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.

*Arizona Teacher candidates enrolled in the MAED/TED-E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the MAED/TED-E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.*

- 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 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.
- 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.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Institutional Recommendation for the MAED/TED-E**

- 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 school law, state and U.S. Constitution coursework, as required by the state certification agency.
- Students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

**Course Descriptions for the MAED/TED-E**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MTE 507</td>
<td>0</td>
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</table>

**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.
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 518 ................................................................................... 3 credits

Maintaining an Effective Learning Climate for Elementary Settings

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 537 .................................................................................... 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 a student in a K-8 school setting, is incorporated into the course requirements.

SEI 500 ..................................................................................... 3 credits

Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 503 ..................................................................................... 3 credits

Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

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 531 ................................................................. 2 credits
Curriculum Constructs & Assessment: History and 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 533 ............................................................................................ 4 credits
Curriculum Constructs & Assessment: Science and 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 a scope and sequence, and on state and national standards. This course includes 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 also includes 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 are explored.

ELM 598 ............................................................................................ 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ............................................................................................ 4 credits
Elementary 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.
Master of Arts in Education/Secondary Teacher Education

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Military-Europe. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online campus locations: Military-Europe. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online campus locations: Military-Europe.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S 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. Students work with cooperating teachers 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-ted-s.

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 ........................................................................................................... 1 credits
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
SEC 508 ~ ........................................................................................................... 3 credits
Models, Theories and Strategies for Secondary Education
MTE 523 ........................................................................................................... 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

Secondary Methods, 3 total credits
MTE 559 ........................................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Methods
SEI 500 ........................................................................................................... 3 credits
Structured English Immersion

Secondary Elective, 3 total credits
SEI 503 ~ ........................................................................................................... 3 credits
Advanced Structured English Immersion Methods

Special Populations, 2 total credits
SPE 514 ........................................................................................................... 2 credits
Survey of Special Populations

Student Teaching & Field Experience, 8 total credits
SEC 598 ........................................................................................................... 4 credits
Secondary Student Teaching Part A
SEC 599 ~ ........................................................................................................... 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate 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. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• 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 for the MAED/TED-S
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 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S
- Completion of a minimum of 36 credits.
- A minimum 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

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years
- Verification of the completion of 100 hours of field experience.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S
- A candidate must earn a grade of “B” (grades of “I” or “B-” are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 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 the program.

Institutional Recommendation for the MAED/TED-S
- 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 school law, state and U.S. Constitution coursework, as required by the state certification agency.
- Students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Residency Requirements and Course Waivers for the MAED/TED-S
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of centrally 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 in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, 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.

### Program Courses Waived

<table>
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<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

### Field Experience for the MAED/TED-S

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-S

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 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.
- 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.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
Course Descriptions for the MAED/TED-S

**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.

**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.

**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.

**Models, Theories and Strategies for Secondary Education**
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.

**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.

**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.

**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It includes formative and summative assessments, including formative and summative traditional assessment 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.

**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 institutional and assessment techniques are modeled. A practical application project is based on work with a student in a 7th-12th grade setting, incorporated into the course requirements.

**Curriculum Constructs and Assessment: Secondary Methods**
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

**Structured English Immersion**
This course introduces students to the concept of a second language instruction in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials they learn subject matter and EL Learners acquire English.

**Advanced Structured English Immersion Methods**
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
The following Master of Arts in Education (MAEd)/Adult Education and Training programs may be available to all residents of all states. Students may want concentrations depend on student demand and other factors. Not all locations: Military-Europe. The availability of programs and Secondary 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.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education (MAEd)/Adult Education and Training program may be offered at these University of Phoenix campus locations: Military-Europe. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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/Adult Education and Training Program (MAED/AET) is a 35-credit program of study designed for individuals who wish to develop the skills to work with adult learners in areas such as corporate training, community college instruction, non-profit and community based organizations, human services agencies, or professional development. The program encompasses knowledge of andragogical theory, the needs of diverse learners, critical issues and trends in adult education and training, instructional design and strategies, the use of technologies, and assessment. It also provides courses that address coaching and mentoring, e-learning, and e-learning web design technologies.

For more information about our graduation rates, the median debt assignments.

Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 514</td>
<td>Survey of Special Populations</td>
<td>2 credits</td>
</tr>
<tr>
<td>SEC 598</td>
<td>Foundations of Adult Education and Training</td>
<td>4 credits</td>
</tr>
<tr>
<td>AET 510</td>
<td>Critical Issues and Trends in Adult Education and Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 515</td>
<td>Instructional Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 520</td>
<td>Instructional Strategies in Adult Education and Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 525</td>
<td>Facilitating Instruction for Diverse Adult Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 531</td>
<td>Technology for the Adult Learner</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 533</td>
<td>Assessment and Evaluation in Adult Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 534</td>
<td>Mentoring and Coaching</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 541</td>
<td>E-Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 545</td>
<td>Performance Improvement and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 550</td>
<td>Overview of the Community College</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 555</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Students must select one elective from the following:

- AET 545 ~ E-Learning Design Technologies
- AET 550 ~ Performance Improvement and Management
- AET 555 ~ Overview of the Community College

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

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.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of 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.

Degree Completion Requirements for the MAED/AET

- Completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of the action research proposal.
- Students must take courses within a sequence specified by course prerequisite requirements.
The diploma awarded for this program will read as follows:

Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level 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 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 in the Required Course of Study may not be waived: COM 516, EDD 581.

Course Descriptions for the MAED/AET

**Course Descriptions for the MAED/AET**

**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.

**AET 505 ...................................................................................3 credits**

**Foundations of Adult Education and Training**

This course focuses on the principles of adult learning and andragogical theory. It addresses the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Additionally, the course investigates factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics.

**AET 510 .................................................................3 credits**

**Critical Issues and Trends in Adult Education and Training**

This course explores trends, issues, and innovative programs in adult education and training. It focuses on the demographics of adult learners and on the implications of diversity for instruction. Learners examine political, cultural, social, and ethical issues that impact adult education and training. The course also examines these issues within an historical context.

**AET 515 ...................................................................................3 credits**

**Instructional Design**

This course focuses on systematic approaches to instructional design. Learners create an instructional plan that outlines each of the five components of a systematic instructional design model (i.e., ADDIE: analysis, design, development, implementation, and evaluation). The course identifies trends and issues in instructional design for adult learners.

**AET 520 ...................................................................................3 credits**

**Instructional Strategies in Adult Education and Training**

This course builds upon the foundation provided by the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

**AET 525 ...................................................................................3 credits**

**Facilitating Instruction for Diverse Adult Learners**

This course focuses on facilitation strategies for meeting the needs of diverse adult learners. It also examines differences in language, literacy skills, learning styles, Americans with Disabilities Act (ADA) provisions, and previous learning experiences and applies differentiated instruction techniques to address these differences. In addition, this course covers challenges and opportunities of diversity and multiculturalism in facilitating adult education and training.

**AET 531 ...................................................................................3 credits**

**Technology for the Adult Learner**

This course explores a variety of ways in which technology can support and facilitate instruction for adult learners, including the use of Web resources and multimedia. It also addresses the facilitator’s role in researching, selecting, integrating, and managing technology in an adult learning and training environment. The course focuses on technologies, software applications, and the evaluation of technology. Additionally, the course analyzes the effects of 21st Century technology tools on intellectual property and other legal matters.

**AET 535 ...................................................................................3 credits**

**Assessment and Evaluation in Adult Learning**

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

**EDL 531 ...................................................................................3 credits**

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.
Overview of the Community College

This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

E-Learning Design Technologies

This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

Performance Improvement and Management

This course provides learners with an overview of performance improvement principles. Learners identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, and evaluate training using Kirkpatrick’s four levels.

Action Research and Evaluation

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

Master of Arts in Education/Teacher Leadership

The following Master of Arts in Education (MAEd)/Teacher Leadership program may be offered at these University of Phoenix campus locations: Military-Europe. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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 program with a specialization in Teacher Leadership is intended for P-12 teachers who define themselves as learners, teachers, and leaders. Teachers become servant leaders who empower themselves and others to directly impact school culture as champions of innovation and facilitators of school improvement, professional development, and student achievement. The program provides advanced knowledge in collaboration, coaching and mentoring, decision making, planning, action research, and evaluation. Graduates will be able to serve their students, colleagues, and communities as ethical leaders committed to excellence.

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-til.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements

COM 516 ................................................................. 1 credit
Professional Communications
EDL 501 ................................................................. 0 credits
Orientation to Teacher Leadership
EDL 500 ~ ......................................................... 3 credits
Personal Leadership
EDL 505 ~ ......................................................... 3 credits
Cultural Competency
EDL 510 ................................................................. 3 credits
Teacher Leadership in a Global Society
AET 541 ................................................................. 3 credits
E-Learning
EDL 515 ................................................................. 3 credits
Organizational Leadership
EDL 520................................................................. 3 credits
Instructional Leadership
EDL 525................................................................. 3 credits
Accountability and Evaluation
EDL 531 ................................................................. 3 credits
Mentoring and Coaching
EDL 535 ................................................................. 3 credits
Legal and Ethical Issues in Education
EDD 581 ................................................................. 4 credits
Action Research and Evaluation
Students must select two electives from the following:

- AET 545 ................................................................. 3 credits
- E-Learning Design Technologies
- AET 550 ................................................................. 3 credits
- Performance Improvement and Management
- EDA 524 ................................................................. 3 credits
- Supervision of Curriculum, Instruction and Assessment
- EDA 565 ................................................................. 3 credits
- School Improvement Processes
- EDA 575 ................................................................. 3 credits
- Family, Community and Media Relations

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/TL

All applicants are expected to meet the following admission 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.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of 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.

Degree Completion Requirements for the MAED/TL

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of the action research proposal.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education Teacher Leadership

Residency Requirements and Course Waivers for the MAED/TL

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level 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 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 in the Required Course of Study may not be waived: COM 516, EDD 581.

Course Descriptions for the MAED/TL

- 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.

- EDL 500 ................................................................. 3 credits
  Personal Leadership
  This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Concepts of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

- EDL 505 ................................................................. 3 credits
  Cultural Competency
  Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

- EDL 510 ................................................................. 3 credits
  Teacher Leadership in a Global Society
  This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles.

Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.
EDD 567 ................................................................. 3 credits
Introduction to Action Research: Data Driven Decision Making
This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating, and analyzing data are discussed. Students will identify ethical issues related to research, including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects.

EDL 515 ................................................................. 3 credits
Organizational Leadership
This course focuses on the principles of organizational leadership. It examines the origins and components of effective organizations, as well as frames of leadership. Candidates apply their knowledge of these frames in reflecting on their organization. Additionally, they learn the skills to reframe their organization, provide leadership in turbulent times, and become agents and advocates of change.

EDL 520 ................................................................. 3 credits
Instructional Leadership
This course is designed to provide professional teachers with an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as “best practices.”

EDL 525 ................................................................. 3 credits
Accountability and Evaluation
This course is designed to provide teacher leaders with an understanding of assessment, evaluation, and accountability components that are necessary to analyze curriculum, educational resources, test data and current accountability regulations. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

EDL 531 ................................................................. 3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 535 ................................................................. 3 credits
Legal and Ethical Issues in Education
This course provides teacher leaders with the opportunity to examine current legal and ethical issues in the educational setting. Legal and ethical issues will be identified through action research activities covering current laws, policies and politics, moral issues, academic integrity, privacy and confidentiality, legal issues involved in grant writing and discrimination and equal protection. These issues will be analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and students with the purpose of improving current educational practices.

EDD 568 ................................................................. 3 credits
Action Research
In this course, students learn the basic steps required to write an action research project proposal. Students complete a basic sentence outline and Chapters I through IV of an action research project proposal. The proposal includes an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and methods for analyzing results. Students will learn about the components of Chapter V of an action research project.

AET 545 ................................................................. 3 credits
E-Learning Design Technologies
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboard, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 550 ................................................................. 3 credits
Performance Improvement and Management
This course provides learners with an overview of performance improvement principles. Learners identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, and evaluate training using Kirkpatrick’s four levels.

EDA 524 ................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

EDA 565 ................................................................. 3 credits
School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
EDA 575....................................................................................3 credits

**Family, Community and Media Relations**

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.
TUITION AND FEES

GRADUATE (Military Campus-Europe)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$ 45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>Tuition Per Credit/In Class</td>
<td>$ 293.00**</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>Business and Management</td>
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<tr>
<td>Book and Material Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 115.00</td>
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<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
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<tr>
<td>Late Payment Fee</td>
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<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
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<td>2nd day delivery</td>
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<td>Transcript Rush</td>
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<td>Upon request.</td>
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*Note: All fees are subject to change in accordance with University of Phoenix and/or Tri-Services contract policies. Where applicable, sales tax will be added to fees, tuition and material payments. **Eligible students under the Tri-Services Military Contract will receive the military contract rate.
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### FACILITIES

#### Mountain Region

- **Arizona Campuses**
  - **Phoenix Area Campuses**
    - **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
    - **Phoenix Campus**
      - 1625 West Fountainhead Pkwy
      - Tempe, AZ 85282-2371
      - 602 557-2000
  - **Mountain Region**
    - **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

- **Southern Arizona Campuses**
  - **Tucson - River Road Campus**
    - 555 East River Road
    - Suite 201
    - Tucson, AZ 85704-5822
    - 520 418-8212
    - 520 888-6561 FAX
  - **Yuma Learning Center**
    - 899 East Plaza Circle
    - Yuma, AZ 85356-2033
    - 928 341-0233
    - 928 341-0232 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 89051-4039
      - 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
    - **Northwest Learning Center**
      - 7951 Deer Springs Way
      - Suite #150
      - Las Vegas, NV 89131-8180
      - 702 638-7279
      - 702 655-8241 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

- **Colorado Campuses**
  - **Colorado Campus and Regional Office**
    - 10004 Park Meadows Drive
    - Lone Tree, CO 80124-5453
    - 800 441-2981
    - 303 755-9090
    - 303 662-0911 FAX
  - **Southglenn Learning Center**
    - 6972 S Vine Street
    - Suite #366
    - Centennial, CO 80122
    - 303 256-4300
    - 303 794-4522 FAX
  - **Southlands Learning Center**
    - 6105 South Main Street
    - Suite #200
    - Aurora, CO 80016-5361
    - 303 755-9090
    - 303 690-5550 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
    - 719 593-9945 FAX

- **Utah Campuses**
  - **Utah Campus**
    - 5373 South Green Street
    - Salt Lake City, UT 84123-4617
    - 801 263-1444
    - 801 269-9766 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
    - 801 727-3000
    - 801 727-3030 FAX
  - **Taylorsville Learning Center**
    - 4393 South Riverboat Road
    - Suite #100
    - Salt Lake City, UT 84123-4617
    - 801 268-1924 FAX
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<td>Colorado Springs</td>
<td>Colorado</td>
<td>2 North Cascade Avenue Suite #100, Colorado Springs, CO 80903-1620</td>
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<td>Downtown Learning Center</td>
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<td>121 West 1st Street Suite 150A, Colorado Springs, CO 81003-4256</td>
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<td>719 544-1543 FAX</td>
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<tr>
<td>Pueblo Student Resource Center</td>
<td>Iowa</td>
<td>3726 Queen Court SW Suite #203, Colorado Springs, IA 52404</td>
<td>319 784-1100</td>
<td>319 396-3513 FAX</td>
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<tr>
<td>Iowa Campus</td>
<td>Nebraska</td>
<td>13321 California Street Suite 200, Omaha, NE 68154-5240</td>
<td>402 334-4936</td>
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<tr>
<td>Des Moines Campus</td>
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<td>13321 California Street Suite 200, Omaha, NE 68154-5240</td>
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<tr>
<td>Cedar Rapids Student Resource Center</td>
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<td>3726 Queen Court SW Suite #203, Colorado Springs, IA 52404</td>
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<td>Kirtland AFB Campus</td>
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<td>10801-2 N North Mopac Suite 300, Austin, TX 78759-5459</td>
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<tr>
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<tr>
<td>McAllen Campus</td>
<td>Louisiana</td>
<td>4201 and 4101 South Shary Road, Mission, TX 78572</td>
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<td>6501 North Broadway, Suite 100</td>
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<tr>
<td><em>West Oklahoma City Learning Center</em></td>
<td>6304 SW 3rd Street, Oklahoma City, OK 73128</td>
<td>405 842-8007</td>
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<td>Tulsa Campus</td>
<td>14002 East 21st Street, Tulsa, OK 74134-1412</td>
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<td>Wichita Learning Center</td>
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<td>Macomb Learning Center</td>
<td>17740 Laurel Park Drive, Clinton Township, MI 48038-6915</td>
<td>586 840-2100</td>
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<td>701 Fourth Ave South, Minneapolis, MN 55426-1063</td>
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<td>Southfield I Learning Center</td>
<td>2621 Evergreen Road, Southfield, MI 48076-4447</td>
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<td>Minneapolis/St. Paul Campus</td>
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<td>Cleveland Campus</td>
<td>5005 Rockside Road, Suite #100, Independence, OH 44131-2194</td>
<td>216 447-8807</td>
<td>216 447-9144</td>
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<td>Beachwood Learning Center</td>
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<td>Westlake Learning Center</td>
<td>38 Main Street, Suite #300, Westlake, OH 44145</td>
<td>440 788-2600</td>
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<td>Cincinnati Campus</td>
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<td>513 722-9600</td>
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<td>Columbus-Ohio Campus</td>
<td>8415 Pulsar Place, Columbus, OH 43240-4032</td>
<td>614 881-0885</td>
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<td>816 448-2500</td>
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<td>Northland Learning Center</td>
<td>10150 NW Ambassador Drive, Kansas City, MO 64153-1365</td>
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<td>Springfield Campus</td>
<td>1343 East Kingsley Street, Springfield, MO 65804-7216</td>
<td>417 887-5795</td>
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<td>Milwaukee Campus</td>
<td>20075 Watertower Boulevard, Brookfield, WI 53045-6608</td>
<td>262 785-0808</td>
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</tbody>
</table>

**University of Phoenix, 2012-2013**

**FACILITIES**
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
920 993-0868 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
630 393-3192 FAX

Tinley Park Learning Center
18927 Hickory Creek Drive
Mokena, IL 60448-8590
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
2660 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
Birmingham 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
Bartlett Centre 2
Rogers, AR 72756-9615
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
Suite 120
Knoxville, TN 37932-3347
865 288-6800
865 288-6801 FAX

Nashville Campus
616 Marriott Drive
Suite #150
Nashville, TN 37214-5048
615 872-0188
615 872-7212 FAX

Clarksville Learning Center
141 Chesapeake Ln
Suite #101
Clarksville, TN 37040-5241
931 552-5100
931 552-5101 FAX

Murfreesboro Learning Center
2615 Medical Center Parkway
Suite #1590
Murfreesboro, TN 37129-2261
615 796-2020
615 796-2021 FAX

Memphis Campus
65 Germantown Court
Suite #100
Cordova, TN 38018-7290
901 751-1086
901 753-0652 FAX

Clarksville Learning Center
141 Chesapeake Ln
Suite #101
Clarksville, TN 37040-5241
931 552-5100
931 552-5101 FAX

Murfreesboro Learning Center
2615 Medical Center Parkway
Suite #1590
Murfreesboro, TN 37129-2261
615 796-2020
615 796-2021 FAX

Memphis Campus
65 Germantown Court
Suite #100
Cordova, TN 38018-7290
901 751-1086
901 753-0652 FAX

Georgia Campuses
Atlanta Campus
8200 Roberts Drive
Suite #300
Sandy Springs, GA 30350-4153
470 731-0555
470 731-9666 FAX

DeKalb Learning Center
2600 Century Parkway, NE
Suite #250
Atlanta, GA 30345-3125
404 443-6900
404 443-6901 FAX

Macon Learning Center
6055 Lakeside Commons Drive
Suite #200
Macon, GA 31210-5777
478 475-7200
478 475-7201 FAX

McDonough Learning Center
2030 Avalon Parkway
Suite #100
McDonough, GA 30253
770 268-4100
770 268-4101 FAX

Snellville 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
7200 North Lake Drive
Columbus, GA 31909
706 320-1266
706 320-1970 FAX

Brookstone Learning Center
200 Brookstone Centre Parkway
Suite 300
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
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<td>8001 Chatham Center Drive, Suite 200, Savannah, GA 31405-7400</td>
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<td>600 North Pine Island Road, Suite 500, Plantation, FL 33324-1393</td>
<td>954 382-5303, 954 382-5304 FAX</td>
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<tr>
<td>Kendall Learning Center</td>
<td>13400 SW 120th Street, Miami, FL 33186</td>
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<td>550 West Cypress Creek Road, Suite 150, Ft. Lauderdale, FL 33309-6169</td>
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<td>West Florida Campus</td>
<td>12802 Tampa Oaks Blvd, Suite 200, Temple Terrace, FL 33637-1915</td>
<td>813 626-7911, 813 977-1449 FAX</td>
</tr>
<tr>
<td>Sarasota Learning Center</td>
<td>501 North Cattlemen Road, Sarasota, FL 34232-6421</td>
<td>941 554-2500, 941 554-2599 FAX</td>
</tr>
<tr>
<td>Westshore Learning Center - Tampa</td>
<td>4805 Independence Parkway, Suite 110, Tampa, FL 33634-7535</td>
<td>813 626-7911, 813 977-1449 FAX</td>
</tr>
<tr>
<td>Oakleaf Learning Center</td>
<td>9775 Crosshill Blvd, Suite # A-1, A-2, Jacksonville, FL 32222-5823</td>
<td>904 779-4500, 904 779-4501 FAX</td>
</tr>
<tr>
<td>Oakleaf II Learning Center</td>
<td>9785 Crosshill Blvd, Jacksonville, FL 32222-5823</td>
<td>904 779-4500, 904 779-4501 FAX</td>
</tr>
<tr>
<td>Central Florida Campus</td>
<td>2290 Lucien Way, Suite #400, Maitland, FL 32751-7057</td>
<td>407 667-0355, 407 667-0650 FAX</td>
</tr>
<tr>
<td>Daytona Learning Center</td>
<td>1540 Cornerstone Blvd., Suite 100, Daytona, Florida 32117</td>
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<tr>
<td>St. Petersburg/Clearwater Learning Center</td>
<td>1901 Ulmerton Road, Suite #150, Clearwater, FL 33762-3311</td>
<td>727 561-9008, 727 592-9423 FAX</td>
</tr>
<tr>
<td>North Carolina Campuses</td>
<td></td>
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</tr>
<tr>
<td>Charlotte Campus</td>
<td>3800 Arco Corporate Drive, Suite #100, Charlotte, NC 28273-3409</td>
<td>704 504-5409, 704 504-5360 FAX</td>
</tr>
<tr>
<td>Charlotte Main 2</td>
<td>3700 Arco Corporate Drive, Charlotte NC 28273-7089</td>
<td></td>
</tr>
<tr>
<td>Asheville Learning Center</td>
<td>30 Town Square Boulevard, Suite #220, Asheville, NC 28803</td>
<td>828 654-1000, 828 654-1001 FAX</td>
</tr>
<tr>
<td>Charlotte East Student Resource Center</td>
<td>7520 East Independence Blvd, Suite #100, Charlotte, NC 28227</td>
<td>704 504-5409, 704 504-5409 FAX</td>
</tr>
<tr>
<td>Charlotte North Learning Center</td>
<td>10925 David Taylor Drive, Charlotte, NC 28262-1041</td>
<td>704 504-5409, 704 504-5409 FAX</td>
</tr>
<tr>
<td>Greensboro Learning Center</td>
<td>1500 Pinecrest Road, Suite 110, Greensboro, NC 27407-3808</td>
<td>336 291-1500, 336 291-1501 FAX</td>
</tr>
<tr>
<td>Raleigh Campus</td>
<td>5511 Capital Center Drive, Suite 390, Raleigh, NC 27606-4166</td>
<td>919 854-2121, 919 854-2120 FAX</td>
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<tr>
<td>Brier Creek Learning Center</td>
<td>8045 Arco Corporate Drive, Suite 100, Raleigh NC 27617-2010</td>
<td>919 317-3354, 919 317-3355 FAX</td>
</tr>
<tr>
<td>Fayetteville Learning Center</td>
<td>639 Executive Place, Suite 301, Fayetteville, NC 28305-5123</td>
<td>910 485-9000, 910 485-9001 FAX</td>
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<tr>
<td>South Carolina Campus</td>
<td></td>
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<tr>
<td>Columbia Campus</td>
<td>1001 Pinnacle Point Drive, Columbia, SC 29223-5733</td>
<td>803 699-4986, 803 699-7651 FAX</td>
</tr>
<tr>
<td>Greenville Learning Center</td>
<td>125 The Pkwy, Suite 100, Greenville, SC 29615-6610</td>
<td>864-675-2300, 864-675-2301 FAX</td>
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<tr>
<td>Puerto Rico Campuses</td>
<td></td>
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<tr>
<td>Puerto Rico Campus</td>
<td>Santander Tower at San Patricio B-7 Tabonuco St. Suite 700, Guaynabo, PR 00968-3003</td>
<td>787 731-5400, 787 731-1510 FAX, 800 981-0688</td>
</tr>
<tr>
<td>Escorial Learning Center</td>
<td>Escribal Building One, 1400 Ave Sur, Suite# 300, Carolina, PR 00987-4704</td>
<td>787 982-7900, 787 982-7901 FAX</td>
</tr>
<tr>
<td>Northeast Region</td>
<td></td>
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<tr>
<td>Connecticut Campus</td>
<td>Fairfield Campus</td>
<td>535 Connecticut Ave, Norwalk, CT 06854-1700</td>
</tr>
<tr>
<td>Delaware Campus</td>
<td>900 Justison Street, Suite 920, Wilmington, DE 19801</td>
<td>302 656-1027, 302 656-8608 FAX</td>
</tr>
<tr>
<td>Virginia Campuses</td>
<td>Arlington Learning Center</td>
<td>1800 South Bell Street, Arlington, VA 22202-3546</td>
</tr>
</tbody>
</table>
Fairfax Learning Center
8270 Willow Oaks Corporate Drive, Suite 200
Fairfax, VA 22031-4516
703 573-2212
703 573-6461 FAX

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
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
757 499-1671 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

Timonum Learning Center
1954 Greenspring Drive
Suite #100
Timonum, 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

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
619 989-0880
619 989-0881 FAX

Warrington Learning Center
1565 Main Street
Warrington, PA 18976-3400
215 918-5300

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 15276-0109
412 747-9000
412 747-0676 FAX

Washington, DC Campus
25 Massachusetts Ave. NW
Washington, DC 20001-1431
202 432-2520

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 94551-7753
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
3950 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

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 Pirreone 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

Chula Vista Learning Center
2060 Otay Lakes Road
Chula Vista, CA 91915-1362
619 591-7028
619 470-4597 FAX

Downtown San Diego Learning Center
1230 Columbia Street
Suite #800
San Diego, CA 92101-0110
800 473-4346

San Diego Campus
9645 Granite Ridge Drive
San Diego, CA 92123-2658
858 576-1287

Kearny Mesa Learning Center
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

El Centro Learning Center
3095 N Imperial Ave
Suite #101
El Centro, CA 92243
760 355-1190
760 370-9039 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite # 200
San Bernardino, CA 92408-3557
800 888-3968
909 890-2375 FAX

Southern California Campus
3100 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968
714 913-2709 FAX

Woodland Hills Campus
5955 De Soto Avenue
Woodland Hills, CA 91367-5107
800 888-1968
818 226-0571 FAX

Hawaii Campuses
Hawaii Campus
745  Fort Street
Honolulu, HI 96813-4317
808 536-2866
808 536-3848 FAX

Kapolei Learning Center
1001 Kamokila Boulevard,
Suite # 306
Kapolei, HI 96707-2014
808 693-8868
808 674-6555 FAX

Milani Learning Center
95-1249 E Meheula Parkway
Suite 106
Millilani, HI 96789-1778
808 625-7004
808 625-7749 FAX

Windward Campus
46-001 Kamehameha Hwy
Suite #110
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

Eastern Washington Campus
8775 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

Online Region
Online Campus and Administrative Offices
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

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

Oregon Campuses
Oregon Campus
13211 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
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Jorge Rivera  
Campus Director  
Norma Serrano  
Director of Academic Affairs  
**Raleigh Campus**  
Candice Morgan  
Campus Director  
Catherine Burr  
Director of Academic Affairs  
**Savannah Campus**  
Melissa Jackson  
Campus Director  
Kenneth Craib  
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 Vice President for Academic Affairs Operations
- The Vice President of Instructional Materials and Technology
- The Associate Vice Presidents of Academic Affairs
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master’s programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.
- A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

### 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
Berry, Bill, MBA

Associate Deans
Fleming, Alisa, MBA

Campus College Chairs
Asia Military Campus
Brent Duncan, MHDOS, MM

Atlanta Campus
Sam Sanders, DM
Augusta Campus
Marvin Jones, MBA
Austin Campus
John Carroll, MBA

Bay Area Campus
Vlad Genin, Ph.D.

Baton Rouge Campus
Lisa Babin-Verret, Eds

Boston Campus
John Di Cicco, 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
Mary Jo Payne Ph.D.

Cleveland Campus
Barry Tolbert, MS

Colorado Campus
Doug Gilbert, Ph.D.

Columbus, GA Campus
George Hurtarte, DEE

Columbus, OH Campus
Reginald Gardner, DM

Dallas Campus
John Grabarczyk, DBA

Detroit Campus
Janisse Green, MBA

El Paso Campus
James Baird, DBA

European Military Campus
Gregory Evans, MBA

Fairfield County Campus
Tamara Clark, Ph.D.

Hawaii Campus
Lee Nordgren, DSM

Houston Campus
Melanie Brown, DM

Kansas City Campus
Michelle Boylan, DM

Little Rock Campus
Elizabeth Langevin, MBA

Maryland Campus
Maurice Shihadi, EDD

Memphis Campus
Adam Carr, Ph.D.

Milwaukee Campus
Walter Goodwyn, MBA

Nashville Campus
Lonnie Manning JR, MBA

New Mexico Campus
Howard Hall, Ph.D.

New Orleans Campus
Barbara Holloway, DBM

North Florida Campus
Janisse Green, MBA

Northern Nevada Campus
Richard McIntire, Ph.D.

Northern Virginia Campus
Susan McMaster, Ph.D.

Northwest Arkansas
Campus
Michelle Doise, Ph.D.

Philadelphia Campus
Bill Baker, MBA

Phoenix Campus
Patrick Sherman, Ph.D.

Puerto Rico Campus
Kymm Watson, Ph.D.

Richmond Campus
Sandra Bryant, Ph.D.

Sacramento Valley Campus
Tim Sheaffer, JD

San Antonio Campus
Frank Bearden, Ph.D.

San Diego Campus
Cecilia Williams, Ph.D.

Savannah Campus
Jenny Meyers, MBA

South Florida Campus
William Hunter, DBA

Southern Arizona Campus
Bill Ardern, MSBA

Southern California Campus
Lester Reams, DPA

Southern Colorado Campus
David Smythe, DM

St. Louis Campus
Janisse Green, MBA

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
George Kelley, MBA

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
For a list of local faculty in the
School of Business, contact your
campus Director of Academic Affairs.
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, Franzi, DBA

Dean- Social Sciences
Hall, Lynn, EdD

Associate Dean- Social Sciences
Sharp, Stephen, PhD

Dean- Natural Sciences
Eyler, Hinrich, PhD
Ridel, Robert

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

Austin Campus
Glen Sefcik, MA

Bay Area Campus
Kristin Denver, PsyD

Baton Rouge Campus
Jane Henry, MS

Boston Campus
Ronald Pacy, PhD

Central Florida Campus
Jeff Dunlap, PhD

Central Valley Campus
Ana Moore, JD

Central Valley Campus
Anne Adamson, MS

Charlotte Campus
Melissa Nethery, Ph.D.

Chattanooga Campus
Johanna Redo, MA

Chicago Campus
Karen Randall, MBA

Cincinnati Campus
Steve Headley, MA

Cleveland Campus
Jeany Tri, M.Ed.

Colorado Campus
Craig Vanhoutte, JD

Columbia, SC Campus
Aneta Bhoywani, Ph.D.

Columbus, GA Campus
Fenton Dixon, Ph.D.

Columbus, OH Campus
Tracy Barton-Rouse, Ph.D.

Dallas Campus
James Chapman, MAS/MS

Detroit Campus
Catherine Castiglione, MS
Cora Haskings, Ph.D.

El Paso Campus
Claudio (Tony) Morales, MAOM

Hawaii Campus
George Carroll, MAE/AET

Houston Campus
Kenneth Earenick, Ed.D.

Idaho Campus
Courtney Colby Bond, MAE

Indianapolis Campus
Rochelle Robinson

Jersey City Campus
Robert Gabriel, Ph.D.

Kansas City Campus
Vernon Fields, Ph.D.

Las Vegas Campus
Nancy Graham, MSP
Mohammed Miah, Ed.D.
Allie Pashley, Psy.D.

Little Rock Campus
Demetria Kimbrough, MPH

Louisville Campus
Rilla Hynes, MMH

Maryland Campus
Veronica Boutte, Ph.D.

Memphis Campus
Jennifer Meunier, MA
Maria Wood, JD

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

Northwest Arkansas Campus
Katy Baldus, MA/COM

Northern Virginia Campus
Andrea Diese, DM

Oklahoma City Campus
Kathryn Earl, MED

Philadelphia Campus
Marianne Murawski, Ph.D.

Phoenix Campus
Reggie Grigsby, MAOM
Nicole Konrad, MCSW
Avi Sims

Pittsburgh Campus
Shari Muench, Ed.D.

Puerto Rico Campus
Nereida Serrano Correa, Ph.D.

Raleigh Campus
Hyacinth Joseph, Ph.D.

Richmond Campus
Valary Rawlings, MED

Sacramento Valley Campus
Steven Campos, MS

San Diego Campus
Raymond Rawlings, MIS
Karim Gottfredson, MS

Savannah Campus
Dana Taylor, MSE

South Florida
Campus, Jerry Kaber, MBA

Southern Arizona Campus
Robin Schultz, MAED

Southern California Campus
James Henderson, MSCJ
Jackie Shahzadi, Ph.D.
Rada Channugathas, Ph.D.
MaryJo Trombley, Ph.D.

Southern Colorado Campus
John West, MC

St. Louis Campus
Linda Simpson, MBA

Tulsa Campus
Marvin Frohock, MA

Utah Campus
Jeff Haines, MS
Randy Buckner, Ph.D.

West Florida Campus
Janna Cleague, MS

West Michigan Campus
Brenda Holland, MA

Western Washington Campus
Vanessa Earl, MBA/GM

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Communications
- Humanities
- History
- Criminal Justice and Security
- Counseling
- Human Services
- Psychology
- Health & Wellness
- Mathematics
- Sciences

Faculty
For a list of local faculty in the Colleges of Arts and Sciences, contact your campus Director of Academic Affairs.
University of Phoenix, 2012-2013
FACULTY
COLLEGE OF EDUCATION

COLLEGE OF EDUCATION

Dean
Curley, Meredith A., MBA
Associate Deans
Droto, Andy, MAEd
McCarty, Sandra, EdD
Campus College Chairs
Asia Military Campus
Linda Williams, Ed.D.
Bay Area Campus
Cathy Malone, MAED
Central Florida Campus
Jack Green, Ed.D.
Central Valley Campus
Sarah Wilson, MAED
Colorado Campus
Bill Weeks, Ed.D.
El Paso Campus
Delila Cramer, MED
Europe Military Campus
Keith Bennett, MAED

Indianapolis Campus
Carmen Giebelhaus, Ph.D.
Kansas City Campus
Charles Wittenberg, Ph.D.
Las Vegas Campus
Eve Breier, Ed.D.
Nashville Campus
Pnilla Simpson, Ed.D.
New Mexico Campus
Becky Kappus, MAED
North Florida Campus
Cheryl Hearn, Ed.S.
Northern Nevada Campus
Francey Dennis, Ed.S.
Oregon Campus
Robert Hamn, MAED
Phoenix Campus
Alfonso Alva, Ed.D.
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
Carla Wonder McDowell, 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
For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA
Associate Dean
Purdy, Bradley
Campus College Chairs
Cleveland Campus
Rich Spinner, MSSM

Colorado Campus
Michael Hebert, MSME
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
For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.

COLLEGE OF NURSING

Dean
Fuller, Pamela K., MN
Associate Dean
Strawn, Angela M., MS
Campus College Chairs
Bay Area Campus
Teena Evans, MSN
Central Florida Campus
Paula Berry-Zeller, MSN
Central Valley Campus
Sandra Davis, Ph.D.
Cleveland Campus
Lawrence Fergus, MSN
Colorado Campus
Cathy Jaynes, Ph.D.

Detroit Campus
Antoinette Dziedzic, MSN
Hawaii Campus
Glenda Tali, MSN
Minneapolis/St. Paul Campus
Kerrie Downing, MSN
Nashville Campus
Marcia Edwards, MSN
North Florida Campus
Kathy Chelini, MN
Northern Virginia Campus
Pamela Cangelosi, Ph.D., RN, CNE
Phoenix Campus
Erich Widmark, Ph.D.

Sacramento Valley Campus
Jessica Gomez, MSN
San Diego Campus
Sandra Huppenbauer, MSN
South Florida Campus
Judith Fernandez, MSN
Southern Arizona Campus
Kathy Watson, MS/FNP
Southern California Campus
Linda Seale, MSN

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing
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